

Pleckgate High School

Disadvantaged strategy statement

School overview

| Metric | Data |
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| School name | Pleckgate High School |
| Pupils in school | 1136 |
| Proportion of disadvantaged pupils | 33% |
| Pupil premium allocation this academic year | £363,150 |
| Publish date | Sept 2019 |
| Review date | Sept 2020 |
| Pupil premium lead | Miss G Morris |
| Governor lead | Mr J Georgy |

Disadvantaged pupil performance overview for last academic year

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| Progress 8 | 0.00 , improvement on 2018's -0.14 |
| Ebacc entry | 33%, improvement on 2018's 20% |
| Attainment 8 | 40.84, improvement on 2018's 34.91 |
| Percentage of Grade 5+ in English and maths | 46%, improvement on 2018's 22% |

Review: last year's aims and outcomes

| Aim | Outcome |
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| Improve the Progress 8 score of disadvantaged students in the open slot | -0.25, improvement on 2018's -0.5 Remaining as an aim as we are working towards achieving Progress 8 Score >0. |
| Improved progress across for high prior attaining pupils whom are disadvantaged | -0.07, improvement of 2018's -0.10 Remaining as an aim as we are working towards achieving Progress 8 Score >0. |
| Improve NEET levels for disadvantaged students to maximise future educational/life chances | Data for 2017/18 (2016/17 leavers) 92% in education or employment. Remaining as an aim as we are working towards achieving 100% in education or employment. |
| Increased attendance rates for disadvantaged students | Attendance 93.5% (FSM), improvement on 2018's 92.1% (FSM) Remaining as an aim as we are working towards achieving >95% Persistent absentees 21.9% (FSM), improvement on 2018's 29.4% |

Strategy aims for disadvantaged pupils – use of funding in addition to staffing

| Aim | Target | Target date |
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| Improve the Progress 8 score of disadvantaged students in the open slot | Improve the Progress 8 Score to >0. | Sept '20 |
| Improved progress across for high prior attaining pupils whom are disadvantaged | Improve the Progress 8 Score to >0. | Sept '20 |
| Improve NEET levels for disadvantaged students to maximise future educational/life chances | Improve NEET figure for disadvantaged pupils to 0 | March '20 Sept '20 |
| Increased attendance rates for disadvantaged students | Improve attendance to >95% Reduce PA to <13% | Sept '20 |

Teaching priorities for current academic year

| Measure | Activity |
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| <p>Priority 1</p> <p>Developing T&L through bespoke CPD based on quality first wave teaching, feedback and literacy focus throughout the whole school with particular focus on HPA disadvantaged students.</p> | <ul style="list-style-type: none"> • MLL will focus specifically on raising the quality of T&L/outcomes for HPA disadvantaged students. • Staff who teach HPA disadvantaged students successfully share examples of their practice and take an active role in leading CPD • DHT/AHT to share PIXL strategies with all staff on raising achievement, with a particular focus on disadvantaged HPA and Boys. • Lead practitioners lead a programme of training/support on the teaching of reading, writing and speaking effectively across the curriculum, equipping all students with the necessary skills to achieve well. • Continue to ensure all students receive high quality feedback that allows the students to revisit and correct misconceptions. |
| <p>Priority 2</p> <p>All subjects to review their curriculums to ensure that they allow all students achieve well and in line with performance in other subject areas at Pleckgate (specific focus on MFL & identified Open Bucket subjects)</p> | <ul style="list-style-type: none"> • AHT research into strategies to improve the progress of boys disseminated to staff through CPD 2019/20 • Clear expectations/evidence of independent study and regular homework for boys evidenced • MLL to ensure dept. are using data to inform planning and interventions to allow disadvantaged pupils to achieve well. • Dept. action plans make explicit provision for disadvantaged students (where appropriate) in these areas. |
| <p>Priority 3</p> <p>Provide high quality effective support for disadvantaged students who are below the KS2 expected standard.</p> | <ul style="list-style-type: none"> • The use of additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2) is supporting accelerated progress. • TA's used to support catch up strategies led by HOD of English and Maths. • Specific focus on disadvantaged progress. |
| Barriers to learning these priorities address | A: literacy skills B: low prior attainment C: pastoral issues E: low aspirations F: study skills |
| Projected spending | £63,000 |

Targeted academic support for current academic year

| Measure | Activity |
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| Priority 1 Investment in the referral unit. This is not necessarily a punishment but also a rehabilitation for students | <ul style="list-style-type: none"> To be used as a supportive measure. Another wave of intervention before using FTE for disadvantaged pupils who would be at detriment from being excluded from school. |
| Priority 2 Raising achievement evening for underachieving disadvantaged students in year 10 and year 11. | <ul style="list-style-type: none"> Three Year 11 raising achievement evenings for parents during the academic year. 2019/20HT1, HT2 and HT4. |
| Priority 3 SLT led mentor programme for those students who are underachieving. Prioritising those whom are disadvantaged | <ul style="list-style-type: none"> The programme will start with a year 11 RA evening on 12th 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. |
| Priority 4 Librarian- supporting on whole school literacy and CEIAG. | <ul style="list-style-type: none"> LP and CEIAG coordinator will direct Librarian in the support needed in the following areas: > 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) > accelerated reader > library provision > literacy ratings of pupils including tracking, monitoring and intervention > Further development of the reading school CEIAG support and targeted groups Priority on Disadvantaged pupils. |
| Priority 5 Numeracy and literacy peer mentoring | <ul style="list-style-type: none"> Tasking the Head of mathematics and LP who is responsible for literacy to run peer mentoring Pupil premium students are given priority for this mentoring |
| Priority 6 Attendance officer to monitor pupils and follow up quickly on truanancies. First day response provision- prioritising PP students. | <ul style="list-style-type: none"> Thorough briefing of attendance officer/home school liaison about existing absence issues. Close monitoring of any PA pupils who are disadvantaged. Attendance and progress discussed at least fortnightly with DHT/AHT and AHT secondment. 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 |
| Priority 7 Inclusion panel to support the most vulnerable learners across the school with a focus on pupil premium students with experiencing SEMH issues | <ul style="list-style-type: none"> Half termly inclusion panel meetings with pastoral, SEND, inclusion and safeguarding leads working collaboratively. |
| Barriers to learning these priorities address | <p>A: literacy skills B: low prior attainment C: pastoral issues D: attendance rates E: low aspirations F: study skills</p> |
| Projected spending | £130,000 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 Transition; a 5-way approach: > administrative > social and personal > curricular | <ul style="list-style-type: none"> Identify gaps in skills and address need to ensure rapid progress between transition points It is important that there are regular visits to year 6 from teachers such as the HT, AHT and HOY7 which will involve identifying those disadvantaged students who have |

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| <p>> pedagogic > managing learning</p> | <p>pre-existing attendance, social or esteem issues before coming to Pleckgate.</p> <ul style="list-style-type: none"> • 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. • Clear mapping of key feeder primary schools within the transition programme as well as transition days at Pleckgate. • Further support on transition days for disadvantaged students including sourcing their free school meals, equipment and support with purchasing uniform. • 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. • 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 • Head of Maths to visit Primary schools involved in the transition project with English to gain knowledge of the KS2 content covered in Primary school. |
| <p>Priority 2 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</p> | <ul style="list-style-type: none"> • The SBM and canteen with providing a breakfast for any disadvantaged students. • Staffing of the breakfast/before school club. • Opening the school early to allow a safe haven for all students but in particular those whom are disadvantaged. |
| <p>Priority 3 Additional funding for departments to bid for in order to improve the progress of disadvantaged students within their department areas</p> | <ul style="list-style-type: none"> • The funding is 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 disadvantaged.. |
| <p>Priority 4 The admin assistant, SIMS manager, HOD and HOY are aware when trips go out that there are additional monies for disadvantaged students. This has increased to offering discount vouchers to y7 parents to support with purchasing uniform.</p> | <ul style="list-style-type: none"> • Disadvantaged bids to be forwarded to the AHT linked to disadvantaged. • Transition AHT make discount vouchers available to parents of disadvantaged. |
| <p>Priority 5 Improve relationships within year 9 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.</p> | <ul style="list-style-type: none"> • PSHCE coordinator to book Humanutopia • PSHCE coordinator to 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. • PSHCE coordinator to reflect on the provider and see if further sessions are needed/desired in order to further improve aspirations for HPA disadvantaged students. |
| <p>Priority 6 Ensure the school is compliant across all eight Gatsby benchmarks for CEIAG</p> | <ul style="list-style-type: none"> • Annual evaluation of the CEIAG offer. • SLT link to build CEIAG map across KS3 and 4 • SLT lead to plan strategic CEIAG plan and prioritise disadvantaged pupils. • SLT to lead CEIAG link in the delivery of high quality CEIAG through tutor, assembly, SLD and Unifrog. • Early intervention and support for pupils in y11 highlighted a potential NEET. 1 to 1 guidance given by CEIAG link |
| <p>Barriers to learning these priorities address</p> | <p>A: literacy skills B: low prior attainment C: pastoral issues D: attendance rates E: low aspirations</p> |

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| | F: study skills |
| Projected spending | £170,150 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
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| Teaching | <p>PRIORITY 1 & 2:</p> <ol style="list-style-type: none"> 1. MLL will be supported and held to account through line management meetings to ensure assessment/differentiation and teaching is robust and effective within all lessons for all pupils. 2. MLL will support and hold teachers to account and leading to better outcomes for all learners at Pleckgate 3. 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. <p>PRIORITY 3</p> <ol style="list-style-type: none"> 1. AHT to be supported and held accountable through line management meetings to ensure Gatsby marks are met and that Disadvantaged pupils are the focus of the CEIAG strategy. <p>PRIORITY 4</p> <ol style="list-style-type: none"> 1. MLL of English and Maths will be supported and held to account in line management meetings to ensure the progress of the literacy and numeracy catch up cohorts. | <p>Implementation will be ensured through:</p> <ul style="list-style-type: none"> • work scrutiny • Observations/ drop ins/ learning walks. • Data entry <p>Implementation assured through:</p> <ul style="list-style-type: none"> • CEIAG compass tool. • QA of CEIAG in tutor time. • QA of CEIAG events through pupil and employer feedback of SLD and UNIfrog. Specific focus on disadvantaged pupil voice. <p>Implementation assured through:</p> <ul style="list-style-type: none"> • Data tracking of the catch up programme. • Data entry Y7. |
| Targeted support | <p>PRIORITY 1 & 6</p> <ol style="list-style-type: none"> 1. DHT and AHT linked to behaviour and attendance will be held accountable through line management meetings 2. AHT will hold attendance and inclusion staff accountable through rigorous and regular meetings. <p>Priority 2 & 3</p> <ol style="list-style-type: none"> 1. HOD's, HOY held accountable through line management meetings. Specific focus on the disadvantaged. <p>Priority 4 & 5</p> <ol style="list-style-type: none"> 1. 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 PMU. 2. 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, | <p>Implementation assured through:</p> <ul style="list-style-type: none"> • Attendance and exclusion data. • Line management meetings. • Information and data share from internal and external exclusion units. <p>Implementation assured through:</p> <ul style="list-style-type: none"> • Progress and attendance data. • Line management meetings. • Parent voice <p>Implementation assured through:</p> <ul style="list-style-type: none"> • Progress data in English and Maths. • Specialist language in Depts. • Line management meetings. • Curriculum map reviews. |

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| | <p>rigorous accountability and support.</p> <p>Priority 7</p> <ol style="list-style-type: none"> 1. This will be monitored and quality assured by the Headteacher. | <p>Implementation assured through:</p> <ul style="list-style-type: none"> ● Inclusion data ● SEND data ● Attendance data ● Line management meeting. ● Safeguarding reports. |
| <p>Wider strategies</p> | <p>Priority 1</p> <ol style="list-style-type: none"> 1. Line management of senior staff. 2. Line management of HOY <p>This will consist of regular dialogue, rigorous accountability and support.</p> <p>Priority 2,3 and 4</p> <ol style="list-style-type: none"> 1. Line management of AHT (linked to disadvantaged) by DHT. This will consist of regular dialogue, rigorous accountability and support. <p>Priority 5</p> <ol style="list-style-type: none"> 1. Line management of the PSHCE coordinator by AHT link. Ensure full evaluation of the day and impact measured through pupil voice. <p>Priority 6</p> <ol style="list-style-type: none"> 1. Line management of the CEIAG coordinator by AHT link. Ensure full evaluation of the day and impact measured through pupil voice. | <p>Implementation assured through:</p> <ul style="list-style-type: none"> ● Line management ● Pupil voice ● Parent voice ● Progress data. <p>Implementation assured through:</p> <ul style="list-style-type: none"> ● Line management ● Disadvantaged budget review. <p>Implementation assured through:</p> <ul style="list-style-type: none"> ● Compass and tracker reports ● CEIAG map ● CEIAG strategy plan ● Parent voice ● Pupil voice ● Staff voice ● Destination data |