



Pupil premium strategy statement: Haslingden High School

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£250,055	Date of most recent PP Review	Oct 2017
Total number of pupils	1576	Number of pupils eligible for PP	291	Date for next internal review of this strategy	Jan 2018

2. Current attainment	2017 pupils eligible for PP	2018 prediction		Pupils not eligible for PP (2016 national ave)
		PP	Non-PP	
Progress 8 score average (from 2016/17)	-0.70 (+0.05)	-0.4	-0.1	0.12
Attainment 8 score average (from 2016/17)	40.26	43.0	50.8	52.72
5+ English and maths and 4+ English and maths	46% / 61%	46% / 72%	50% / 76%	
A8 English	9.87	9.48	10.98	10.98
A8 Maths	8.26	8.3	10.2	10.41
A8 EBacc	10.41	9.7	11.99	14.81
A8 Open	11.71	15.52	17.6	16.52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school and external barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Gaps in literacy and numeracy skills from KS2 – impacting on progress in Maths and English (data)
B.	Accurate assessment of ability, and the use of these to inform teaching and learning as well as interventions

C.	Performance and progress across the EBacc basket – particularly Science and History
D.	Social and emotional needs and attendance of our PP learners. The home circumstances of a number of our PP students impacts on their performance (and therefore that of the school as a whole) Attendance is an ongoing issue with a number of our more vulnerable students.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress in maths and English across KS3 and into KS4	Improved P8, A8 In school gaps decreased PP gap with other students nationally decreased
B.	Ensure that there is detailed understanding and analysis of the strengths and areas for development in our PP students to ensure accurate identification and appropriate (impact-driven) intervention	Strong assessments across all Depts QLA leads to focused whole school and departmental intervention that is bespoke to PP students and their individual needs and is having an impact on their progress Closing the gap between PP and 'other'/to PP national average
C.	Accelerate progress in EBacc subjects, particularly science and history	Improved attainment and progress in History bringing them at least in line with National figures Science performance to a positive P8 score Improved P8 and A8 in EBacc Basket
D.	Students eligible for PP demonstrate similar attitudes to learning as 'other' students, they complete their homework in the same way; attend planned after school revision sessions and their parents attend parents evening. We reduce the impact caused by some of the emotional and social needs that affect some of our students.	Attitude to Learning grades on school reports are in line with 'other' students. Attendance at after school revision and attendance records at parents evening. Students meet their expected targets
E.	Increased attendance rates for pupils eligible for PP and minimising the number of eligible students who are persistent absentees. Reduce the gap in attendance rates between PP and non especially in Y11	Reduce the gap so that the attendance of disadvantaged students is in line with that of 'other' students.

5. Planned expenditure					
Academic year		2016/17			
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.					
<p>i. Quality of teaching for all: The NFER research into supporting disadvantaged students' achievement emphasises the importance of high quality teaching for all on a day to day basis. Providing consistently high standards by setting expectations, monitoring performance and sharing best practice in a meaningful way are core priorities.</p> <p>The Sutton Trust Toolkit provides an analysis of effective and cost effective strategies that lead to gains in learning – feedback, metacognition and tutoring are all moderate or high rated for the impact they have.</p> <p>Ofsted's view is that, in spending the PP funding successfully, it is more important to ensure that 'all teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good.'</p>					
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?
A.	<p>Increase teaching time in Y9 for maths</p> <p>Creation of a 'super-set' in Y9 maths</p> <p>PP Co-ordinator in maths/English</p> <p>Ensure that we deliver consistently effective teaching and learning</p> <p>Maintain a highly effective whole school and departmental QA programme that identifies underperformance and tackles it swiftly and robustly</p>	<p>EEF – Giving high quality feedback EEF – Homework EEF – 1:1 and small group teaching</p> <p>Improvements in results clearly show that students make stronger progress and have been most successful when we focus on high quality teaching in the classroom</p> <p>PP co-ordinators support short term intervention to close identified gaps in learning</p> <p>'Super-set' allows for more specifically targeted teaching for the most able students</p>	<p>Whole school and faculty data analysis of progress after each block assessment leading to swift, personalised intervention closing gaps in knowledge and/or skills</p> <p>SIMs intervention programme allows us to track impact and cost effectiveness</p> <p>Departmental minutes of meetings</p> <p>Line management meetings between head of maths/English and SLT link</p> <p>Reports to Governing Body</p> <p>QA processes including:</p> <ul style="list-style-type: none"> • Lesson observation records • Work scrutiny records (whole school and departmental) • Learning walk outcomes • Block analysis documents 	CLs English/math s	<p>Termly data analysis</p> <p>Every Faculty Operational meeting</p> <p>Y11 Block B analysis and action planning in Feb</p> <p>Bi-monthly QA calendar</p>

<p>B D</p>	<p>Introduction of 'Risk Factors' Spreadsheet to identify students at risk of under-performance</p> <p>Introduction of SIMs intervention module – and training on its use for Raising Achievement AHT</p> <p>Time for Faculty operational meetings focused on the assessment cycle following block assessment weeks</p> <p>Investment in time to enable underperforming Depts to generate resources</p>	<p>To provide detailed analysis of each student's potential reason for under achievement. This will enable the school to better target interventions and accelerate progress.</p> <p>To ensure that all intervention is personalised, cost-effective and focused on measurable impact.</p> <p>Analysis of results leading to changes in pedagogy or approach to close gaps in knowledge or understanding</p> <p>EEF- Mastery learning</p>	<p>Whole school and departmental analysis of progress throughout the year.</p> <p>Departmental minutes showing how data is being used to support planning for targeted teaching that hits under performance</p> <p>Regular analysis of the impact of interventions by JRA/TGO using SIMs.</p>	<p>CLs/JRA/TGO</p>	<p>Action plans following block analysis</p> <p>Fortnightly data briefings focused on performance of key groups</p> <p>CLs reports on bespoke intervention from SIMs (termly)</p> <p>Bi-monthly QA meetings</p>
<p>C.</p>	<p>Investment in SLE time for Science and History to review SoW and quality of teaching and learning</p> <p>Deputy Head Curriculum as SLT link for Science and creation of a temporary Second in Science post to ensure greater focus on T&L</p> <p>Investment in external training for SLs in Science and History</p>	<p>Support provided will focus on a strategic analysis of data and on improving the quality of teaching and learning across all key stages</p> <p>Support provided by highly successful SLEs</p> <p>Support in science will focus on SoW, levels of challenge and on the typicality of teaching and learning. This is based on QLA that suggests that students are not recalling facts in exams and that they are struggling with exam skills</p> <p>Progress in examined units has not moved swiftly enough. A greater understanding of exam rubric and changes to pedagogy are needed</p>	<p>Feedback from SLEs on progress</p> <p>Bi-monthly QA meetings</p> <p>Science management minutes and faculty operational minutes</p> <p>Departmental minutes for History and CPD records</p> <p>Observation of practice in lessons using:</p> <ul style="list-style-type: none"> • Learning walks • Lesson observation records • Whole school and departmental book scrutiny • Student voice 	<p>JRA/KPO/AKI/SFI/BAR</p>	<p>After each block assessment</p> <p>Half termly to analyse changes to SoW</p> <p>After each work scrutiny</p>

A C D	Further extending the use of Accelerated Reader to promote its use as a diagnostic tool	AR has been shown to have a positive impact on students' reading both in terms of the amount read and on reading ages.	Reading ages on School Reports English faculty minutes showing how AR data informs the planning and delivery of lessons Literacy Co-ordinator reports to Head of English, Deputy Head T&L and Governing Body Form time observation records	LMA/SMO	Termly report to JRA/Governing Body
A B C D	Staff training on high quality feedback/modelling/Bloom's. Delivered by some external providers including SLEs Time for AAHT to develop Personalised CPD	A desire to invest some of the PP money into longer term changes to practice that will impact on all students but disproportionately affect the disadvantaged cohort of students. The whole school CPD topics have been chosen because a range of evidence sources (EEF Toolkit and John Hattie's 'Visible Learning') suggest that they are the most effective ways to improve attainment (eg. giving effective feedback = 8 months) Raising standards across all Key Stages to raise self esteem and improve life chances	SLT involvement in CPD sessions Designated CPD time to deliver training and allow follow up to the training for staff to embed new practice CPD records Work Scrutiny/Lesson observation records	JRA/KGS	Termly report to Governors on the impact Termly student voice
A C D	Continued investment in GCSE Pod giving students the option to use their electronic devices to assist with revision. It also offers the school a monitoring facility so that we can track and target student use and determine the impact. Continued investment in SMHW allowing staff to set high quality homework and to monitor students' completion of it.	Independent learning is a key element to success for students. This resource provides in depth information on over 20 GCSE subjects – every exam board and lots of specifications. Staff and students can access questions as well. EEF - Homework	QA calendar checking the setting of homework with Faculty link. Then checking the quality of the homework that is set. JRO checking the students who are accessing the GCSE Pod and CLs/SLs chasing up students who are not.	JRA/JRO	Bi-monthly QA calendar Half termly report to CLs on GCSE Pod usage

D	Continued investment in AIW and non teaching support staff in the internal support unit	Improved attendance figures and reduced exclusion figures in recent years show that this is an effective strategy.	Data regularly available to SLT/CLs and Govs	RCL/AST	Termly report to Govs Half termly report to CLs at data meeting and SLT
Total budgeted cost					£153,000
ii. Targeted support					
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?
A D	Forest School	Previous year's data suggests that students benefitted from this programme in terms of social and emotional gains that helped them to work more effectively with peers. EEF – small group teaching/mentoring	Sims intervention module to monitor the impact Curriculum leader of LSF line managed		
A B C	Time off timetable for staff to create resources for PP students including bespoke revision guides	To enable more focussed intervention that is appropriate for the students' identified weaknesses.	Faculties provide clear actions for any collaborative planning time.		
D E	A change to the PP co-ordinator role to focus on KS3 attitudes to learning and attendance as well as raising the aspirations of KS3 students	A trial last year showed that regular intervention with attendance led to a decrease in absence. EEF mentoring – to close the gaps in Attitude to Learning grades that exists between PP students and 'other'	Line managed by Deputy Head T&L		

E	Weekly breakfast club run by PP co-ordinator	Evidence from previous years	Report on attendance figures to be made available to SLT	NMO/JRA	Termly
A C D	Continued participation in the Villiers Project	Evidence from previous years shows improved attitudes and outcomes for students involved in the project.	Implementation of this strategy will be monitored by Deputy Head T&L Feedback on the impact of the project is provided by Villiers	NMO	Termly
Total budgeted cost					£61,000
iii. Other approaches					
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?
A B C D E	Provision of resources to ensure students have appropriate access to the experiences/tools that will enable them to succeed in all subject areas Supporting families to provide opportunities outside the curriculum or to prevent hardship	Revision materials – Exam papers or study guides provided for relevant students along with any other revision materials Students given access to iPads Food tech ingredients provided Part or full funding for trips Part or full funding for parts of uniform esp PE kit Part or full funding for DofE kit All help students to fully participate in the life of the school	Bidding forms overseen by raising achievement co-ordinator and Deputy Head Curriculum Risk factors spreadsheet and internal data to help identify need Profiles created for students in need of support and barriers to learning identified	Deputy Head (T&L)	Termly
Total budgeted cost					£18,000