



## Pupil premium strategy statement: Haslingden High School

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

2. Current attainment	2017 Pupils eligible for PP	2017 Pupils not eligible for PP	2018 prediction	
			PP	Non-PP
Progress 8 score average	-0.70	0.12	-0.49	0.11
Attainment 8 score average	40.5	49.0	41.13	49.93
5+ English and maths and 4+ English and maths	46% / 61%	53% / 78%	30% / 55%	47%/75%
A8 English	9.9	11.3	8.95	10.78
A8 Maths	8.3	9.6	7.82	9.57
A8 EBacc	10.4	13.3	11.20	13.32
A8 Open	12.0	14.8	13.41	16.26

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

<b>C.</b>	Performance and progress across the EBacc basket – particularly Science and History
<b>D.</b>	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.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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
<b>D.</b>	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
<b>E.</b>	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		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.					
<p><b>i. Quality of teaching for all:</b>  <b>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.</b></p> <p><b>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.</b></p> <p><b>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.'</b></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"> <li>● Lesson observation records</li> <li>● Work scrutiny records (whole school and departmental)</li> <li>● Learning walk outcomes</li> <li>● Block analysis documents</li> </ul>	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>

B D	<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>	CLs/JRA/TGO	<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>

C.	<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&amp;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"> <li>● Learning walks</li> <li>● Lesson observation records</li> <li>● Whole school and departmental book scrutiny</li> <li>● Student voice</li> </ul>	JRA/KPO/A KI/SFI/BAR	<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.	<p>Reading ages on School Reports</p> <p>English faculty minutes showing how AR data informs the planning and delivery of lessons</p> <p>Literacy Co-ordinator reports to Head of English, Deputy Head T&amp;L and Governing Body</p> <p>Form time observation records</p>	LMA/SMO	Termly report to JRA/Governing Body

A B C D	<p>Staff training on high quality feedback/modelling/Bloom's. Delivered by some external providers including SLEs</p> <p>Time for AAHT to develop Personalised CPD</p>	<p>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)</p> <p>Raising standards across all Key Stages to raise self esteem and improve life chances</p>	<p>SLT involvement in CPD sessions</p> <p>Designated CPD time to deliver training and allow follow up to the training for staff to embed new practice</p> <p>CPD records</p> <p>Work Scrutiny/Lesson observation records</p>	JRA/KGS	<p>Termly report to Governors on the impact</p> <p>Termly student voice</p>
A C D	<p>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.</p> <p>Continued investment in SMHW allowing staff to set high quality homework and to monitor students' completion of it.</p>	<p>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.</p> <p>EEF - Homework</p>	<p>QA calendar checking the setting of homework with Faculty link. Then checking the quality of the homework that is set.</p> <p>JRO checking the students who are accessing the GCSE Pod and CLs/SLs chasing up students who are not.</p>	JRA/JRO	<p>Bi-monthly QA calendar</p> <p>Half termly report to CLs on GCSE Pod usage</p>
D	<p>Continued investment in AIW and non teaching support staff in the internal support unit</p>	<p>Improved attendance figures and reduced exclusion figures in recent years show that this is an effective strategy.</p>	<p>Data regularly available to SLT/CLs and Govs</p>	RCL/AST	<p>Termly report to Govs</p> <p>Half termly report to CLs at data meeting and SLT</p>

<b>Total budgeted cost</b>					<b>£153,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					<b>£61,000</b>

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	<p>Provision of resources to ensure students have appropriate access to the experiences/tools that will enable them to succeed in all subject areas</p> <p>Supporting families to provide opportunities outside the curriculum or to prevent hardship</p>	<p>Revision materials – Exam papers or study guides provided for relevant students along with any other revision materials</p> <p>Students given access to iPads</p> <p>Food tech ingredients provided</p> <p>Part or full funding for trips</p> <p>Part or full funding for parts of uniform esp PE kit</p> <p>Part or full funding for DofE kit</p> <p>All help students to fully participate in the life of the school</p>	<p>Bidding forms overseen by raising achievement co-ordinator and Deputy Head Curriculum</p> <p>Risk factors spreadsheet and internal data to help identify need</p> <p>Profiles created for students in need of support and barriers to learning identified</p>	Deputy Head (T&L)	Termly
<b>Total budgeted cost</b>					<b>£18,000</b>

6. Review of expenditure				
Previous Academic Year		2017/2018 - Reviewed by LMA - July 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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)	Cost
High levels of progress in literacy	<p>Bespoke grammar for learning programme implemented as part of the KS3 English SoW.</p> <p>Revised approach to Accelerated Reader.</p> <p>Specialist TA - English faculty</p>	<p><b>Mixed:</b> In year 7 – 64% of PP students graded ‘mastering +’ compared to 88% of non-PP students In year 8 - 89% of PP students graded ‘mastering +’ compared to 86% of non-PP students</p> <p><b>Mixed:</b> Reading for pleasure increased but RAs RA: Awaiting block C reading age results <b>READING FOR PLEASURE:</b> (As of 21st June 18) Year 7 have taken 6968 quizzes and passed 3736 (54% pass rate)</p> <ul style="list-style-type: none"> <li>• male – 3585 quizzes taken and passed 1895 (53% pass rate)</li> <li>• female – 3383 quizzes taken and passed 1841 (54% pass rate)</li> <li>• PP – 1694 (24% of all quizzes taken in year 7) passed 820 (21% of all quizzes passed in year 7)</li> </ul> <p>Year 8 have taken 2910 quizzes and passed 2116 – (73% pass rate)</p> <ul style="list-style-type: none"> <li>• male – 1208 quizzes taken and passed 813 (67% pass rate)</li> <li>• female – 1702 quizzes taken and passed 1303 (77% pass rate)</li> <li>• PP – 647 (22% of all quizzes taken in year 8) passed 428 (20% of all quizzes passed in year 8)</li> </ul> <p>Year 9 have taken 576 quizzes and passed 481 – (84% pass rate)</p> <ul style="list-style-type: none"> <li>• male – 269 quizzes taken and passed 222 (83% pass rate)</li> <li>• female – 307 quizzes taken and passed 259 (84% pass rate)</li> <li>• PP – 72 (13% of all quizzes taken) passed 52 (11% of all quizzes passed in year 9)</li> </ul>	<p><b>GRAMMAR PROGRAMME:</b> Data from the grammar programme has confirmed the positive impact this can have on literacy progression. Although it was implemented in both KS3 years, the outcomes were mixed and this suggests that the delivery was inconsistent. The delivery of this programme needs to be consistent and all English staff will attend in-house CPD to ensure this for next year.</p> <p><b>ACCELERATED READER:</b> Star tests show a mixed picture, with the reading ages of a sizeable number of students apparently stagnating – this lack of progress isn’t reflected in other related data. AR will now run alongside a WRATS reading test on an experimental basis so the efficacy can be judged.</p> <p>AR impacts positively on reading for pleasure, particularly in year 7. However, the amount of quizzes taken declines as students transition into year 8. This isn’t necessarily because students are reading fewer books as the pass rate is much higher than year 7. For the next academic year, tracking and rewards will be more streamlined and consistent.</p> <p>AR in year 9 is not as effective in encouraging students to read for pleasure. Clearly, those utilising the programme are doing so properly given the pass rate but the amount of quizzes taken declines significantly. This is in part due to the fact that students aren’t timetabled in the library and there was some inconsistency in form tutors’ application of this scheme. An E lending library will be implemented next year to provide wider choice for students who may not be able to visit the library. The app will be available on all iPads. A group of disadvantaged year 9 students to be targeted for reading intervention with specialist TA in catch ups</p>	<p>Grammar resources and revision guides - £2757.</p> <p>AR licence cost for 3 years - £15 000</p> <p>TA salary £8875</p> <p>TLR 3 £1500</p>

Improved literacy in targeted subjects	In school CPD focused on helping students write extended answers	<p><b>Mixed:</b> Lesson observations and subsequent block assessments revealed that a number of staff are still not effectively modelling or breaking down written responses to help students to understand how to write more lengthy answers. However, a number of faculties report improvements in students' written responses in mock exams following the CPD such as music and dance. This has been particularly successful in PE and WHA is anticipating improved results in part attributed to focusing on 9 mark answers for the written exams.</p>	There is a training need in specific faculty areas where traditionally there has been higher practical or coursework content. QLA will provide a diagnostic breakdown of students' performance in the reformed GCSEs this summer and approaches to longer exam answers will be a focus for the 2018/2019 SIP.	£400 (LMA time) £500 (DHT time)
Improved numeracy progress	<p>PP co-ordinator supports short term intervention to close identified gaps in numeracy</p> <p>Specialist TA - maths faculty</p>	<p><b>Successful:</b> Y7/8 breakfast club - run for 10 weeks before school. Sixth form maths students supported them with the work. PP students identified as underachieving on block A (Y7) and block B (Y8) were invited to attend. Awaiting block C results for Y8. For Y7: 90% of students who regularly attended breakfast club in the second term achieved their achievement above their Block A assessment score/grade.</p> <p><b>Very successful:</b> Y10/11 Intervention within lessons - RSW (Y11) and AFL(Y10) took a small number of students out of lesson once a week to work on topics identified as weaknesses on their previous block assessment. <b>See appendix for evaluation.</b></p> <ul style="list-style-type: none"> <li>• Higher paper year 11 students - 75% improved their grade</li> <li>• Foundation paper year 11 students - 67% improved their grade</li> <li>• Foundation paper year 10 students - 100% students improved their grade</li> </ul> <p><b>Awaiting results:</b> Y11 after school revision sessions with Alex Street - 10 weeks, 45 mins a session, one for higher and one for foundation each week. Students identified as either underachieving, or have the potential to be at risk of not reaching their predicted grade. 50% of students targeted attended regularly.</p>	<p>The importance of having maths specialists leading numeracy related support sessions has proven effective, as this ensures that concepts are consistently taught using the same techniques. Due to the success of AFL's sessions, look at the possibility of AFL training those delivering the sessions.</p> <p>The small group tuition sessions</p>	<p>TA salary £8875</p> <p>TLR3 £1500</p> <p>BREAKFAST £600</p> <p>£25 - cost of revision guides</p>
Improved progress in science	<p>SLE support with KS3</p> <p>Focus on exam skills</p> <p>Revised intervention process</p>	<p><b>Mixed:</b> Book monitoring this year for KS3 science has shown improvements in the quality of students' work in chemistry and biology. Refinements to the physics SoW are not yet completed due to staffing instability. Biology completed the revisions of the year 7 SoW this year and will complete the</p>	<p><u>SLE</u> See report in appendix The focus was to create a vision and review and modify KS3 SoW so that differentiated resources were produced allowing for clear guidance for students of all abilities. This worked most effectively in chemistry as the SL worked very closely with the SLE. Staffing issues in physics impacted negatively on the effectiveness of the SLE intervention. Moving forwards, the focus will be on the quality of</p>	<p>£2000 SLE</p> <p>AKI time £300</p>

		<p>revisions for the year 8 SoW next year.</p> <p><b>Successful:</b> The QA process for in-house assessments showed that the science assessments are a strength and the faculty reports improvements in students' written responses in block exams.</p> <p><b>Mixed</b> The tracking process itself is much improved so this aspect has been very successful. Biology interventions have seen the most improvement (60% of students improved) but chemistry (30%) and physics (43%) interventions have not been as successful</p>	<p>teaching in science and this will be a FIP priority.</p> <p><u>EXAM SKILLS</u> Every block assessment now contains a 6 mark longer answer question and a 6 mark practical question. The aim for next year will focus on how the longer answers are taught.</p> <p><u>INTERVENTION</u> Now that the intervention tracker is established , the focus next year will be on ascertaining which intervention strategies have the biggest impact. These will then be shared as Best Practice and adopted across the whole faculty.</p>	
Improved progress in History	SLE support	<p><b>Successful:</b> Based on the most recent data capture, 85% of students are predicted to achieve their targets compared to 74% of PP students. In comparison to last year's results, this is much improved.</p>	<p>See report in appendix Recall and exam skills must still be the focus for the department. The analysis of this year's results will be diagnostic and inform modifications to teaching and learning which ensure that all students are well-prepared for the GCSEs.</p>	<p>SLE £600  resource cost £350</p>
Provide support to students with social and emotional issues to enable them to complete their studies and go on to an appropriate course	<p>3 non-teaching pastoral support staff for the most vulnerable students</p> <p>Stage 2 teacher to ensure high quality teaching outside of lessons</p> <p>Access to a range of outside agencies</p>	<p><b>Very Successful:</b> A significant number of our most vulnerable students (and their families) received regular support to overcome barriers to learning. These ranged from low level issues such as friendship concerns to more complex challenges such as anxiety, mental health, self-harm and bereavement. The pastoral staff worked specifically with</p> <p>They have also played an important role in supporting the attendance of PP students</p> <p><b>Figures to follow</b></p>	<p>This is a vital part of the school's provision and the pastoral managers continue to develop excellent relationships with our most vulnerable students. The 1:1 time is crucial and regularly leads to improved outcomes in terms of wellbeing, safeguarding, attendance and the ability to concentrate on their studies. To continue to build strong relationships with local external agencies and liaise closely with the DSL/Deputy DSL regarding concerns.</p> <p>Mental health issues are a growing concern in all schools, amongst all students. Next year, selected members of staff to access mental health training so that a whole school mental health policy can be implemented. CPD should also consider supporting students with mental health issues.</p>	<p>50% of salaries - £61 627</p>
<b>ii. Targeted support</b>				

Desired outcome	Chosen action/approach	Estimated 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)	Cost
<p>Reduce the number of PA amongst PP students</p> <p>Improve attendance rates of students eligible for PP</p>	<p>Full time AIW plus PP coordinator working with targeted groups of KS3</p> <p>Dream Team - KS3 attendance</p> <p>AIW allocated specific time to monitor PP attendance and intervene where necessary</p>	<p><b>DREAM TEAM</b></p> <p><b>Successful:</b></p> <p><b>PP students below 93% attendance were targeted</b></p> <p>In year 7, 17 students identified. Of these - 11 students improved (65%), 3 students remained the same (18%) and 3 students deteriorated (18%) .</p> <p>In yr 8, 23 students were identified. Of these, 20 students improved (87%) , 3 students deteriorated (13%).</p> <p>In yr 9, 22 students were identified. Of these, 16 students improved (73%), 5 students remained the same (23%) and 1 student (5%) deteriorated</p> <p><b>Successful</b></p> <p><b>Attendance is good despite the minor gap increase</b></p> <ul style="list-style-type: none"> <li>● 2016/2017 - the gap in attendance between PP and other students was 1.72%</li> <li>● 2017/2018 - the gap in attendance between PP and other students was 2.1%</li> </ul> <p>The gap in attendance figures between PP and other students did increase slightly but this was also a national picture. Despite this the school's figures are above national averages for 16/17 (this year's not yet available)</p> <p><u>NATIONAL FIGURES</u></p> <ul style="list-style-type: none"> <li>● 15/16 - national average = 95%</li> <li>● 16/17 - national average = 94.6%</li> <li>● 15/16 - PA national average = 12.4%</li> <li>● 16/17 - PA national average = 13.5%</li> </ul> <p><u>SCHOOL FIGURES</u></p> <ul style="list-style-type: none"> <li>● 17/18 - HHS average = 96.3%</li> <li>● 17/18 - HHS PA = 5.6%</li> <li>● 17/18 = whole school disadvantage = 93.1%</li> </ul>	<p>Due to the success of the Dream Team attendance initiative for KS3 students, this will continue next year for targeted disadvantaged students.</p> <p>Tackling persistent absence will be a priority during 2018-2019. This will include a review of the AIW role and a range of strategies aimed at bridging the gap with hard to reach parents.</p> <p>ATTENDANCE WILL BE A KEY SIP PRIORITY</p> <p>Attendance needs to form a crucial part of ensuring that ALL PP students are supported in striving to make at least expected progress in line with other students nationally. Next year, implement a tiered system for targeted support of ALL PP students. Attendance will be a significant factor in determining the tiers for students and the subsequent support -</p>	<p>Salary TLR 2.3 £8304</p> <p>Salary £16 345</p>

		<p>YEAR 11</p> <ul style="list-style-type: none"> <li>• A gap still remains between the attendance of PP students compared to non-PP students. The June 2018 attendance figures for year 11 are 92.04% for all PP students compared to 96.09% for non PP students.</li> <li>• Persistent absentees remain a problem for the PP cohort - 19.05% compared to 8.93% for non-PP</li> </ul> <p>YEAR 10</p> <ul style="list-style-type: none"> <li>• A gap still remains between the attendance of PP students compared to non-PP students. The June 2018 attendance figures for year 10 are 92.91% for all PP students compared to 95.48% for non PP students.</li> <li>• Persistent absentees remain a problem for the PP cohort - 18.03% compared to 9.18% for non-PP</li> </ul> <p>YEAR 9</p> <ul style="list-style-type: none"> <li>• A gap still remains between the attendance of PP students compared to non-PP students. The June 2018 attendance figures for year 9 are 91.38% for all PP students compared to 95.62% for non PP students.</li> <li>• Persistent absentees remain a problem for the PP cohort - 20.75% compared to 7.80% for non-PP</li> </ul> <p>YEAR 8</p> <ul style="list-style-type: none"> <li>• A gap still remains between the attendance of PP students compared to non-PP students. The June 2018 attendance figures for year 8 are 94.19% for all PP students compared to 96.45% for non PP students.</li> <li>• Persistent absentees remain a problem for the PP cohort - 12.70% compared to 6.48% for non-PP</li> </ul> <p>YEAR 7</p> <ul style="list-style-type: none"> <li>• A gap still remains between the attendance of PP students compared to non-PP students. The June 2018 attendance figures for year 7 are 95.62% for all PP students compared to 96.63% for non PP students.</li> <li>• Persistent absentees remain a problem for the PP cohort - 9.52% compared to 5.6% for non-PP</li> </ul>		
<p>Year 8 and year 11 students to receive individualised careers guidance to assist in determining future pathways</p>	<p>PP pupils in year 8 and year 11 to have identified their progression routes and are aware of the qualifications they</p>	<p><b>Successful</b> All year 8 and year 11 PP students received careers interviews</p>	<p>Implement a futures survey for KS4 students to ascertain PP students' aspirations post-16 and post-18. Track destinations for PP students</p>	<p>£4500 SALARY</p>

	<p>require to achieve this.</p> <p>All PP year 11 progress to their chosen next stage as a result of achieving or exceeding their target grade</p>			
A number of KS4 and AGT students to participate in the Villiers project	Raising aspirations and improving the skills of the more able PP students in school	<p><b>Successful - awaiting report</b></p> <p>Although numbers are small because of the specific selection criteria, feedback from Villiers and the students themselves shows that they benefit from the project in terms of raised aspirations.</p> <p>Of the ___ students involved, ___ went on to ....</p>	<p>Continue to participate but look at the amount of staff time that is required to do so successfully.</p> <p>Next year, track how students involved with the Villiers project performed and what they went on to do. Ascertain whether students involved had a positive P8 score</p>	£2721.60 NMO time
A number of students to participate in The Brilliant Club	12 high ability students identified to participate and improve their thinking skills/raise their aspirations from years 7 and 12	<p><b>Very successful</b></p> <p>The impact report sent by The Brilliant Club showed the students responded well to the activities and there was an increase in the number of students who felt that they would apply to a Russell Group university (see appendix)</p> <p>Year 7 students complete an academic project that is graded using university grading criteria: of the students who completed the Club, 2 gained 1st; 4 gained 2:1; and 3 students gained 2:2</p>	<p>This year, 3 of the 12 pupils selected dropped out of the Club potentially due to a lack of parental support. These students to be asked why they chose not to participate then aim for 100% completion next year. Use students from this year to encourage and support next year's students. Perhaps, run an invitation after school session for parents of students participating.</p>	£3000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Access to iPads/ Access to assisted revision via GCSE Pod</p>	<p>Students eligible for the PP grant given financial assistance with the iPad 1:1 scheme</p>	<p><b>Successful</b> Students have full access to all of the benefits that an iPad brings including using Showbie and a range of apps</p> <p><b>Successful</b> PP students have accessed an average number of 26 revision podcasts in comparison to non-PP students who have accessed an average of 25 each</p>	<p>Continue this to ensure that all PP students have access to an iPad. GCSE Pod to continue.</p>	<p>£20 000</p>
<p>Hardship funds and faculty bids for individuals or groups of students</p>	<p>Faculties able to bid for funds as necessary over the course of the year</p>	<p><b>Partially successful</b> The bids came in and students were given financial assistance as required however the bidding system needed streamlining to better enable the Business Manager and PP lead to evaluate the effectiveness of the spend</p> <p>Folder of individual bids available if necessary</p>	<p>Two separate bidding forms next year - one for hardship and one for raising attainment. All faculty bids for raising attainment to be evaluated for effectiveness using SIMS intervention module. This year, the impact analysis of the faculty bids was inconsistent so next year, keep track of dates the impact analysis is due. This will allow more effective tracking of the interventions that are having the greatest impact on raising attainment.</p>	<p>£500 FOOD TECH £11 000 FACULTY BIDS</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- **Separate pot for LAC children managed by NBI - £11400**

REVIEWED BY LMA July 2018

October 2017