HASLINGDEN HIGH SCHOOL PUPIL PREMIUM STATEMENT

SUMMARY INFORMATION					
School	**Haslingden High School**				
Academic year	2018/2019	**Total PP budget**	£256 025	**Date of most recent review**	Oct 2018
Total number of students	1351	**Number of students eligible for PP**	287	**Date for next internal review of this strategy**	Dec 2018

CURRENT ATTAINMENT		
	Students eligible for PP	**Students not eligible for PP (national average)**
% achieving standard pass in EM	68%	(71%)
Progress 8 score average (provisional)	-0.43	(0.11)
Attainment 8 score average	41.8	(49.8)

BARRIERS TO FUTURE ATTAINMENT FOR STUDENTS ELIGIBLE FOR PP	
IN-SCHOOL BARRIERS	
A	Literacy skills from KS2 are lower for students eligible for PP than for other students and this potentially impedes them from making similar progress across many areas of the curriculum
B	Numeracy skills from KS2 are lower for students eligible for PP than for other students and this potentially impedes them from making similar progress across many areas of the curriculum
C	High ability students eligible for PP do not progress as well as other high ability students
D	Access to support with home learning and lower aspirations
EXTERNAL BARRIERS	
E	Attendance rates for students eligible for PP are below that of other students
F	Some of our PP students are affected by social and emotional needs which have a detrimental impact on their performance in school

DESIRED OUTCOMES		SUCCESS CRITERIA
A	**To close the literacy gap for PP KS3 students to ensure readiness for GCSE**	- The reading and spelling ages of this cohort are in line with those of the non-disadvantaged students 70% of PP students achieve their targets in English literature closing the gap with other students (PP – 64% and other 75% in 17/18) 65% of PP students achieve their targets in English language closing the gap with other students (PP 57% and other 64% in 17/18) *This will be evidenced using:* - Reading and spelling age tests - Grammar programme outcomes - Robust and moderated English block assessments determining predicted final grades

B	**To close the numeracy gap for PP KS3 students to ensure readiness for GCSE**	• 60% of PP students achieve their targets in maths closing the gap with other students (PP 52% and other 63% in 17/18) *This will be evidenced using:* • Half termly numeracy assessments • Robust and moderated maths block assessments determining predicted final grades
C	**To improve rates of progress across the school for high attaining PP students – particularly for those in year 11**	• P8 score for high ability PP students improves from -0.65 to -0.50 • Higher number of high ability PP students gain a positive P8 score (24% of 17 students in 17/18) *This will be evidenced using:* • Block assessment data
D	**For PP students to demonstrate similar attitudes to learning as other students – they complete their homework in the same way; attend after school revision/support sessions; and they are equipped to be independent learners who are resilient in exam situations**	• Increased numbers of PP students completing their homework leads to decreased numbers of PP students in curriculum detention • Increased rates of attendance for PP students at homework support sessions and revision sessions • Attitude to learning grades on students' reports are in line with other students *This will be evidenced using:* • Block assessment data • ATL report grades • Attendance figures for support sessions • Curriculum/SLT detention records
E	**To increase attendance rates for PP students and minimise the number who are persistent absentees**	• Reduced number of PA for PP students from 15.42% to 12.8% in line with national figures • Overall attendance figures for PP students improves from 93.11%

			This will be evidenced using:
			• Half termly attendance reports
F	We reduce the impact caused by some of the emotional and social needs affecting some of our PP students		• Attitude to learning grades show an improvement for the targeted students • Attendance rates for the targeted students increase • Emotional support is provided for targeted students throughout the year leading to more students achieving P8 targets **This will be evidenced using:** • Block assessment data • ATL report grades • Pastoral support attendance figures

PLANNED EXPENDITURE	
ACADEMIC YEAR	**2018/2019**

i. Quality of teaching for all

QUALITY FIRST TEACHING

- NFER research into the most effective ways to support disadvantaged students' achievement emphasises the importance of high quality teaching for all. Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.'
- John Dunford's research on using the Pupil Premium effectively emphasises the importance of focusing relentlessly on the quality of teaching and learning. His research demonstrates that highly effective teaching disproportionately benefits disadvantaged students.
- At Haslingden High School, we endorse the view outlined in the 2013 Ofsted report on how schools are spending funding successfully, that it is more important to ensure that 'all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good.' However, in the event that disadvantaged students are not making expected progress then appropriate intervention will be forthcoming in the form of targeted support.

Desired outcome	Chosen approach	What is the evidence	How will you ensure it is	Staff lead	When will you

		and rationale for this choice?	implemented well?		review implementation?
A B C D **To further improve the teaching and learning across the school to ensure that the gaps for PP students in both progress and attainment is continuing to close – clarity, consistency, challenge**	• **Half-termly T&L top tips based on areas of development linked to the SIP** • **Best Practice drop-ins shared on a half-termly basis involving NQTs, ITTs and RQTs** • **CPD focused on improvement of pedagogical factors that are proven to improve outcomes – metacognition, feedback, homework, mastery learning** • **Outstanding lesson guide to be updated and pushed out to iPads** • **Systematic approach to student voice to collect views from all year groups** • **Subject leader QA focused on strategic development of teaching and learning at subject level** • **T&L community**	**In the EEF's 15 key lessons learned, QFT and professional development are acknowledged as having the greatest impact on outcomes –** *"what happens in the classroom makes the biggest difference; improving teaching generally leads to greater improvements at lower cost and there is particularly good evidence around the impact of teacher professional development."*	**Observation of practice in lessons using:** **Lesson observation records** **Whole school and departmental book scrutiny** **Student voice** **Staff voice** **Best Practice drop-ins** **Designated CPD time to deliver training and allow follow up to the training for staff to embed practice** **Feedback from SLs on T&L and progress**	**TGO** **KPO** **LMA** **CLs/SLs**	**Half termly analysis of T&L – observation reports** **T&L reports for governors** **Termly analysis of student voice**

	development forms an aspect of the appraisal process • Teachers' educational research group informs T&L developments				
A **To close the literacy gap for PP KS3 students to ensure readiness for GCSE**	• **Embed a whole school focus on vocabulary to address the gap between academic language use in all subjects** • **Trial reading age tests alongside STAR tests for more diagnostic intervention** • **Analyse AR data to ascertain effectiveness of the programme** • **Review the use of Accelerated Reader for KS3 students to maximise reading for pleasure** • **Create streamlined assessments for LSF intervention that link directly to the English assessment focuses** • **Implement paired**	**Key findings in Alex Quigley's 'Closing the Vocabulary Gap'** *If a pupil can read with confidence then it enables this to no longer be a barrier for learning in other subject areas; hence, opening up the curriculum for them:* "Unless children have learned to read, the rest of the curriculum is a secret garden to which they will never enjoy access." **Ofsted 2014** *There is evidence to suggest that "on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making*	**Staff provided with training to become more knowledgeable and confident in explicit vocabulary teaching. Tier 2 and 3 vocabulary lists produced and linked to schemes of work. Routine monitoring of exercise books to ensure vocabulary is explicitly taught** **All students in KS3 to be STAR tested. Years 7 and 8 students to complete reading age tests at the beginning and end of the academic year to measure progress** **Literacy coordinator reports to Head of English, Assistant Head and Governing Body** **LSF literacy skills tracker established and used to target appropriate literacy intervention** **Tracking and monitoring of**	**LMA** **CBR**	**English block assessment analysis termly** **Termly reading age analysis informing intervention** **LSF assessment reviews December 2018** **Departmental block assessment reviews** **QA calendar – half termly**

	• reading for targeted PP students • One to one literacy tuition for targeted PP students • Support for subjects identified via QLA of 2018 exam results – longer exam answers • Specialist TA working with targeted PP students	*expected progress."* **EEF** *There is a "growing recognition of the need to help young people develop their abilities to use spoken language effectively. Employers commonly say that members of their workforce, especially those engaged in creative activities and customer-related roles, need well-developed skills in communication and collaborative problem-solving."* **Mercer, et al., 2014** *The ability to write extended passages is a necessity for some employments, but it is the method by which children are assessed at GCSE level.*	**reading ages** **QLA part of exam results analysis – support provided by Asst. Head (English specialist)**		
B **To close the numeracy gap for PP KS3 students to ensure readiness for GCSE**	• **Introduce weekly numeracy lessons for KS3 students and year 9 foundation students** • **PP coordinator in maths supports short term intervention to close identified gaps in numeracy**	*"It is generally acknowledged that mathematics education has a social and political dimension (eg: the importance of mathematics in society; the relevance of mathematics to other subjects; inclusion and exclusion in terms of gender, race and social class"* **- EERA**	**Maths faculty data analysis of numeracy progress after each half termly test leading to swift, personalised intervention closing gaps in knowledge/skills** **Maths PP coordinator works to specific success criteria** **Line management meetings**	**ARO** **GBU** **LFO**	**Maths block assessment analysis – termly** **Half-termly PP analysis – GBU** **Faculty meetings – regular agenda item** **QA calendar – half termly**

	• **Specialist TA working with targeted PP students** • **Review the assessments and practices for LSF numeracy intervention** • **One to one numeracy tuition for targeted PP students**	**2013** *"Leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school help us with everyday life* - **EEF 2017** *[Maths] is essential for everyday life and understanding of our world -* **Ofsted 2012**	**between head of maths and SLT link** **QA processes including:** • **Lesson observation records** • **Work scrutiny records** • **Learning walk outcomes** • **Block analysis documents**		**LSF review – July 2019**
D **For PP students to demonstrate similar attitudes to learning as other students – they complete their homework in the same way; attend after school revision/support sessions; and they are equipped to be independent learners who are resilient in exam situations**	• **Continued investment in GCSE Pod and SMHW** • **Investigate strategies to encourage and support independent learning including knowledge organisers in all subjects to be accessible on the school website and SMHW** • **Trial interleaved revision techniques with targeted year 11 PP students** • **Ensure that all PP students have**	**EEF - evidence states that the impact of homework on learning is consistently positive. The initiative will also improve parental involvement which is also highly beneficial.** +3 months impact – Parental involvement One to one tuition +5 months impact Individualised Instruction +3 months impact Meta-cognition and Self-Regulation +8 months impact	**Robust detention records lead to timely responses to address non-completion of homework involving senior leaders and parents. Homework report for those eligible leads to SLT intervention.** **QA calendar checking the setting of homework with SLT link then checking the quality of homework that is set.** **Monitoring students' use of GCSE Pod and CLs/SLs chasing up students who are not accessing it** **Student voice used to determine efficacy of revision strategies**	**LMA** **TGO** **KPO** **AKI** **RAL**	**Half termly reports to SLT – extended school day** **Termly report on GCSE Pod usage to CLs**

	• access to an iPad for home learning • **Involvement in Villiers and The Brilliant Club** • **Introduce the extended school day to support students for whom homework completion is affecting progress** • **Introduce optional homework support in the LRC for those who require a quiet workspace** • **Introduce curriculum homework report for those regularly failing to complete it**	*Positive evidence from the Chartered College of Teaching regarding the implementation of knowledge organisers on students' information retrieval, pedagogical content knowledge and curriculum design –* **Organising Knowledge: The Purpose and Pedagogy of Knowledge Organisers**	**Feedback on the impact of the Villiers and Brilliant Club project is used alongside destination tracking to assess worth**		

ii. TARGETED SUPPORT

The strategies proposed are based on the most effective ways of supporting disadvantaged students' achievement according to NFER research. These are: meeting individual learning needs – 'schools provide individual support for specific learning needs and group support for students with similar needs' – and deploying staff effectively by using the best practitioners to work with students who need the most support. The tiered process for identifying students for additional intervention is data driven and responsive to on-going evidence though robust assessment systems. We will ensure that we use achievement data frequently to check whether strategies are working and will make adjustments accordingly.

C **Improved rates of progress across the school for the high attaining students eligible for pupil**	• **Asst. Head lead for PP inclusion to provide staged intervention for identified high ability PP students in year 11** • **Establish a tier**	*Meeting individual learning needs – 'schools provide individual support for specific learning needs and group support for students with similar needs' – and deploying staff effectively by using the best practitioners to work with students who need the most*	**Tier tracking system is regularly updated with most recent data and adjusted accordingly** **Implementation of this strategy will be monitored by PP lead AHT**	**LMA**	**Termly analysis of block assessment data and ATL data** **Half termly inclusion meeting resulting in action plans**

premium – particularly for students in year 11	system to ensure that all PP students are provided with appropriate levels of support • Produce and disseminate pen portraits of key year 11 tier 3 students to inform planning and intervention • Establish an inclusion team to champion tier 3 PP students • Best practice CPD in light of the English faculty's +0.14 P8 score –sharing of good practice across the school which includes the interventions and strategies that work • Peer tuition scheme for maths and English intervention • CEIAG support for all year 11 PP students	*support* **NfER** **Ofsted's 2013 Report on effective use of PP funding endorses strong careers, advice and guidance.** **The Gatsby Foundation's report: 'Good Career Guidance' (2014)** states that *'good careers guidance is important for social mobility' and provides extensive evidence that young people from disadvantaged backgrounds are most likely to benefit from enterprise-related activities that raise their aspirations, especially those from families where there are low aspirations and a lack of positive role models.*	**Data regularly available to SLT/CLs/HoY/Govs** **Discussion logs of inclusion team meetings used to address and eradicate identified barriers to learning – clear actions provided as a result** **AHT PP lead involvement in CPD and peer tuition** **Whole school and departmental analysis of progress throughout the year**		**Departmental analysis to inform interventions**

iii OTHER APPROACHES

Whilst teaching and learning is at the core of the strategy, students are at an even greater disadvantage if their attendance is an issue or if they are contending with social and emotional difficulties which impact negatively on their academic progress. At Haslingden High, we pride ourselves on the pastoral and academic support provided.

E Increased attendance rates for students eligible for PP and minimising the number of eligible students who are persistent absentees	• **Attendance targets to form one of the main focuses for the tier support system** • **PP coordinator to run the Dream Team attendance initiative to promote excellent attendance amongst KS3 PP students** • **AIW to liaise with HoY to target PP students' attendance thus increasing pastoral team's involvement** • **Asst. Head to work with year 11 PP students whose attendance is a cause for concern** • **Implement a whole school rewards system linked to attendance**	We cannot improve progress and attainment for students if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	**Report on attendance figures to be made available to SLT**	**RCL HoY AST NMO**	**Termly report to Governors** **Half termly report at inclusion meetings**
F We reduce the impact caused by some of the emotional and social needs that affect some of our PP students	• **Continued investment in the work of skilled pastoral support managers** • **Continued investment in a teacher for the stage2 inclusion**	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. **EEF behaviour interventions**	**Bidding forms overseen by AHT PP lead and SIMS intervention module used to track impact** **DHT line managers pastoral support staff** **Tiered tracking system and internal data to help identify**	**RCL ABO TSA LSO RAL**	**Termly**

| | | unit
- **Investigate employing a counsellor with other schools in the district**
- **Continue to support families to address hardship**
- **Continued investment in the barrier free group** | **– moderate impact for moderate cost, based on extensive evidence +4 months**
"it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' learning" – "interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning" | **need** | | |

TOTAL BUDGETED COST: £200, 687

Salaries/partial salaries for:
Attendance improvement worker and support
PP mentor
Pastoral managers
Pastoral inclusion suite staff
AAH in charge of improving PP teaching and learning

CEIG	
Raising achievement in numeracy and literacy	
£162000	

PP plus allocated by pastoral manager	**£16 100**
iPads	**£2000**
Food technology ingredients	**£500**
Showbie Pro – 50%	**£2750**
Show My Homework – 50%	**£4290**
GCSE Pod – 50%	**£2618**
Brilliant Club	**£2080**
College links/alternative provision	**£20000**
Contingency for adjustment post PLASC	**£5000**