

REVIEW OF EXPENDITURE 2019/2020

1. Summary information

School	Haslingden High School				
Academic year	2019/20	Total PP budget	£268 928	Date of most recent review	Oct 2020
Total number of pupils	1344	% of pupils eligible for PP	21%		

2. Current attainment	2018		2019		2020	
	Pupils eligible for PP	Pupils not eligible for PP	PP	Non-PP	PP	Non-PP
Progress 8 score average	-0.49	0.11	-0.29	0.31	-0.30	0.35
GAP	-0.60		-0.60		-0.65	
Attainment 8 score average	41.13	49.93	42.65	49.8	38.82	53.44
5+ English and maths and 4+ English and maths	30% / 55%	47% / 75%	42% / 65%	52% / 79%	28%/51%	57%/83%
A8 English	8.95	10.78	10.04	11.6	8.72	11.59
A8 Maths	7.82	9.57	8.00	9.6	7.45	10.04
A8 EBacc	11.20	13.32	11.75	13.1	10.36	14.97
A8 Open	13.41	16.26	12.36	15.7	12.29	16.84

PREVIOUS ACADEMIC YEAR		2019/2020 – Reviewed by LMA – October 2020		
i. TEACHING PRIORITIES				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>PRIORITY 1</p> <p>To further improve the overall quality of teaching and across the school to ensure that the gaps for PP students in both progress and attainment is continuing to close</p> <p>The curriculum leadership team to implement chosen teaching approaches and strengthen the link between T&L and outcomes for disadvantaged students.</p>	<p><u>ASSISTANT HEAD LEAD FOR PP INCLUSION</u></p> <ul style="list-style-type: none"> Challenge for quality of provision for PP students <p><u>WORK SCRUTINY/LESSON OBSERVATIONS</u></p> <ul style="list-style-type: none"> Review of work scrutiny and lesson observation records informs strengths and areas for development across each faculty Focus on students' work and progression via calendared work scrutiny and best practice <p><u>CPD AND STAFF DEVELOPMENT</u></p> <ul style="list-style-type: none"> Creation of a CPD library for staff development T&L blog established with a T&L group CPD communities modified and to include individual research group Increase the range of CPD opportunities – Need to Know sessions More focused and ongoing staff induction programme for new staff 	<p><u>SUCCESSFUL</u></p> <p><i>Assistant head lead for PP provision ensures that there is a coordinated and focused approach to raising the attainment of our disadvantaged students. The implementation and monitoring of PP initiatives is at the forefront of our teaching priorities.</i></p> <p><i>The quality of teaching is routinely good and very often outstanding. This is as a result of a well-informed staff body who adopt highly effective pedagogical practices. CPD sessions have incorporated external, research-based practices and there is a familiarity with 'what works' for PP (and non-PP) in terms of teaching impacting on learning. The impact of a planned, targeted CPD programme means that the quality of teaching is routinely good or outstanding.</i></p> <p><i>Following the December whole school work scrutiny, detailed reports were given to each faculty leader with areas for development highlighted. These informed link discussions regarding marking & feedback. CLs/SLs organised the faculty work scrutiny/best practice slot to address any issues highlighted or follow up areas not seen in the previous round.</i></p> <p><i>By clearly identifying our PP students, staff are able to make timely interventions to their teaching to ensure good progress for those deemed disadvantaged. Evidence from the Sutton Trust clearly highlights the benefits of great</i></p>	<p><i>Calendared work scrutiny/best practice slots within faculty/subject areas to focus on student work and progression to be in this year's SIP</i></p> <p><i>Based on the rank order of the SPI PP data, learn from these subjects</i></p> <p><i>Subject profiles - PP disseminated termly to inform intervention.</i></p> <p><i>Additional funds for English and maths - KPO to oversee maths PP initiative</i></p> <p><i>English PP coordinator based on success of maths</i></p>	<p>1/3 LMA – £27 704</p> <p>FACULTY BIDS – £9000</p> <p>LSF ADDITIONAL FUNDS - £2000</p>

	<ul style="list-style-type: none"> • Pre-observation questions reviewed to ensure greater focus on curriculum and pedagogy <p>HOMEWORK</p> <ul style="list-style-type: none"> • Profile of homework raised 	<p><i>feedback in aiding pupil progress and based on the whole school work scrutiny reports and faculty best practice slots, the standards of marking across the school remains high. Students are regularly given useful formative feedback as well as the opportunities to respond to this guidance in the form of CTG activities.</i></p> <p><i>In terms of new staff training, regular sessions covering a range of topics linked to induction have been completed. These sessions have been well received and issues raised have been dealt with on an ongoing basis. New staff have been offered the opportunity to observe other staff through cover but none have taken up this opportunity yet.</i></p> <p><i>From September to March, there were over 250 nominations for excellent HWK via the Homework High Fliers initiative. All students were invited to attend a coffee morning, received postcards home and had their work highlighted on FB. Examples and feedback on this were shared with staff in briefing on Mon 24th Feb.</i></p> <ul style="list-style-type: none"> • <i>Best practice slots calendared as regular agenda items</i> • <i>SLT lesson observations completed up to March 2020</i> • <i>Autumn term work scrutiny completed (spring term was calendared for 22/4 but couldn't go ahead)</i> • <i>CPD library created and online T&L blog established</i> • <i>T&L top tips with a different half termly focus</i> • <i>CPD programme – Need to Know sessions have taken place; first T&L community attended; and regular sessions linked to induction for new staff have been completed</i> 		
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<p>PRIORITY 3 To accelerate progress in English across KS3 to KS4</p>	<p>PROGRESS IN ENGLISH FOR PP STUDENTS</p> <ul style="list-style-type: none"> • Reading age tests to inform interventions. • Paired reading scheme implemented for targeted disadvantaged students supported by specialist TA. • Assistant head lead for PP ran English breakfast 	<p>MIXED <i>Reading age tests for all year 7 and 8 students were completed at the beginning of the academic year. The re-tests could not be completed at the end of the academic year but have been completed in September 2020 to ascertain the impact of lockdown on students' reading ages.</i> For students in year 8: <i>There is definitely a gap to be addressed with 48% of year 8 PP students (30 in total) having a reading age below their actual age compared with 37% of non-PP students.</i></p>	<p><i>Investigate software GL assessment</i></p> <p><i>PP coordinator in English</i></p> <p><i>The 30 year 8 PP students with a RA below their actual age to be targeted for intervention going forward</i></p>	<p>ADDITIONAL BIDS - £2000 (literature revision guides)</p>

sessions to improve progress of disadvantaged year 11 students in English

*These students will be selected for intervention in the next academic year. The impact of lockdown on students' reading ability is a key focus for next year's strategy but figures show that PP students are broadly in line with non-PP students when we compare their progress with the year 7 tests. Only 12 PP students (19%) worsened in comparison to 23% for non-PP students. 43% of PP students have actually improved by 1 year + in comparison to 46% of non-PP students. **Figures below.** It is difficult to quantify how lockdown has impacted explicitly but the impact of the E library and ability to access books remotely has potentially helped to bridge the gap*

READING AGES AUTUMN 2020			
Compared to year 7 test			
PP STUDENTS:	63 PP STUDENTS	NUMBER	PERCENTAGE
	WORSENER BY 1 YR+	12	19%
	STAYED THE SAME	24	38%
	IMPROVED BY 1 YR +	27	43%
Non- PP STUDENTS:	208 non-PP STUDENTS	NUMBER	PERCENTAGE
	WORSENER BY 1 YR+	45	23%
	STAYED THE SAME	65	31%
	IMPROVED BY 1 YR +	98	46%
READING AGES AUTUMN 2020			
PP STUDENTS:	63 PP STUDENTS	NUMBER	PERCENTAGE
	BELOW AGE	30	48%
	ON AGE	26	41%
	ABOVE AGE	7	11%
Non- PP STUDENTS:	208 non-PP STUDENTS	NUMBER	PERCENTAGE
	BELOW AGE	76	37%
	ON AGE	92	44%
	ABOVE AGE	40	19%

Overall English P8 score for disadvantaged students = 0.11

In English language:

The gap in attainment between non-PP and PP for the 7+ measure has decreased significantly from 27% in 2018 to 7% in 2019. 58% of high ability PP students actually achieved on or above their grade.

		<ul style="list-style-type: none"> The gap in attainment between non-PP and PP for the 4+ measure has increased from 7% in 2018 to 20% in 2019. <p>In English literature:</p> <ul style="list-style-type: none"> In terms of progress, there is a 9% gap between PP and non-PP students (PP: 63% Non-PP: 72%). Low ability PP students significantly outperformed non-PP students of the same ability by 61% (PP: 75% Non-PP: 14%). 67% of high ability PP students actually achieved on or above their target grade for English literature. 		
<p>PRIORITY 3 To accelerate progress in maths across KS3 to KS4</p>	<p>PROGRESS IN MATHS FOR PP STUDENTS</p> <ul style="list-style-type: none"> Maths PP coordinator oversaw intervention, tracking and monitoring Small tuition groups ran after school for PP students who were working towards or below target. Topics covered were identified as weaknesses on the blocks QLA. Students equipped for revision, independent study and exams by having all the resources necessary. Targeted Mymaths homework from Block assessment QLAs issued to PP underachievers Corbett Maths issued to all PP students 	<p><u>SUCCESSFUL</u></p> <p>Overall maths P8 score for disadvantaged students = -0.20 compared to 0.22 for non-PP students. This year has seen the gap close between PP and non-PP students in maths (from 0.52 to 0.42).</p> <p>Whilst a gap still exists, the success of a subject specific PP coordinator has been evident.</p> <p><i>Of the 8 students attending the after school tuition sessions regularly, 75% increased by 1 full grade from year 11 block A to the final result.</i></p>	<p><i>The success of the role will be extended next year. There will be two PP coordinators in both English and maths focused on KS3 and KS4.</i></p>	<p>MATHS PP COORDINATOR AND ADDITIONAL BIDS - £3000 (Corbett Maths, calculators)</p>

<p>PRIORITY 4 - To ensure that PP students demonstrate similar attitudes to learning as other students so that 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</p>	<ul style="list-style-type: none"> • Progress mentor supported the needs of disadvantaged students and assisted the relevant staff in identifying and addressing those needs • LSO's barrier free group continued so that our most vulnerable PP students felt equipped and ready to learn • Continuation of Showbie Pro and supported iPad scheme enabled access to key resources and home learning • Continuation of the extended school day • PP students participated in the first phase of the East Lancashire Acceleration Project 	<p>SUCCESSFUL</p> <p>Learning mentor appointed to work with KS4 and 5 students identifying needs and removing barriers to learning. MNE supported 8 disadvantaged year 11 students meeting them on a one to one basis at least weekly. MNE also supported disadvantaged students in lessons with a focus on 18 students.</p> <p>Based on block B ATL scores, 77% of year 11 PP students achieved mostly As and Bs for their ATLs (with 16% gaining one C)</p> <p>6 year 11 students were participating in the ELAP project. Before lockdown, they had taken part in team building exercises focused on grit and resilience; study skills sessions for exam success and been introduced to the super curriculum. All 6 progressed to sixth form despite the programme being affected by Covid 19</p> <p>6 PP students were supported with the purchase of iPads (4 year 7 students, 1 year 10 student and 1 year 11 student.) This allowed the students to access learning resources and platforms in school and at home therefore removing the lack of technology as a barrier.</p>	<p><i>Development of progress mentor's role to focus more stringently on year 11 PP students to mitigate impact of Covid 19 on students' progress</i></p> <p><i>Access to technology more important than ever in the current climate to enable home learning</i></p>	<p>Learning mentor – £26200</p> <p>50% CEIG – £5000</p> <p>BARRIER FREE GROUP TLR- £1500</p> <p>IPADS – £2000</p> <p>FOOD TECHNOLOGY – £500</p> <p>50% SHOWBIE PRO – £2750</p> <p>HARDSHIP -£10000</p>
<p>ii. TARGETED SUPPORT</p>				
<p>PRIORITY 1 to ensure that there is a detailed understanding and analysis of the strengths and areas for development</p>	<ul style="list-style-type: none"> • JDU provided administrative support to streamline acquisition of key information used to inform next steps for supporting PP students 	<p>Subject profiles were designed by LMA and produced by JDU to provide subject leaders with comprehensive overviews of PP data and key information to inform next steps following each assessment block. The timing coincided with lockdown but this will be actioned in the next academic year.</p>		

<p>with our PP students to ensure accurate identification and impact driven intervention</p>				
<p>PRIORITY 2 - to ensure the continuation of learning when students are withdrawn from lessons</p>	<p>For students referred to stage2, normal teaching and learning continued beyond the classroom with a qualified teacher</p>	<p>Of the students referred to Stage2, 46% were disadvantaged and benefitted from the continuation of lessons away from the classroom</p> <p>We feel that it is particularly important that students' learning continues whilst they are withdrawn from normal lessons and this is overseen by a qualified teacher with over 15 years of experience. The nature of support in the pastoral inclusion suite allows for one to one tuition so that students are not disadvantaged academically</p>		<p>50% RAL – £22 434</p>
<p>PRIORITY 3 - to continue investment in the work of skilled pastoral support managers who reduce the impact caused by students' pastoral needs</p>	<p>Stage 2 manager and deputy DSL for CP worked closely with disadvantaged families/students to identify and address barriers to learning</p> <p>Pastoral managers supported students with a wide range of learning barriers so that they could overcome these and overcome the impact on progress and achievement</p>	<p>We have 9 looked after children on roll and NBI worked closely with these, providing extensive support and liaising with a wide range of external agencies to ensure that these students were supported academically and pastorally.</p> <p>Pastoral support workers were also involved in supporting students with a wide range of learning barriers.</p>		<p>50% pastoral managers – £33885</p> <p>Stage2 manager and deputy DSL - £46058</p> <p>Alternative college provision - £15000</p>
<p>iii WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR</p>				

<p>PRIORITY 1 – to improve rates of attendance and reduce incidents of persistent absenteeism amongst PP students</p>	<p>Attendance targets formed one of the main focuses for the tier support system. AIW allocated specific time to monitor PP attendance and intervene where necessary</p> <p>PP coordinator facilitated the Dream Team attendance initiative (weekly meetings and rewards for PP students with concerning attendance rates) to promote excellent attendance amongst KS3 PP students</p>	<p>Figures to follow</p>		<p>TLR 2.3 – £6777 3/5 AIW – £17 226</p>
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