

2018/19 Pupil Premium Strategy

| 1. Summary information | | | | | |
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| School | Penwortham Girls' High School | | | | |
| Academic Year | 2018-19 | Total PP budget (Financial year 18/19) | £125,240 | Date of most recent PP Review | |
| Total number of pupils | 776 | Number of pupils eligible for PP | 122 | Date for next internal review of PP strategy | Sept 2020 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) DFE Figure | Pupils not eligible for PP (national average) |
| Progress 8 score average | 0.52 | 0.00 |
| Attainment 8 score average | 45.27 | TBA |
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| EXPENDITURE – TOTAL £136,463 | | | | |
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| 1. Quality teaching for all - £7871 | | | | |
| Desired outcome | Chosen action / approach | Cost | Evidence of impact | Lessons learned |
| Improved attainment / progress across the curriculum for PP pupils, narrowing the gap with other pupils | Continuation of GM related training through CPD sessions. Growth Mindset. | Staff CPD time. Part of CPD sessions delivered in house. | Key performance indicators for year 11 PP cohort 2018-2019: <ul style="list-style-type: none"> Attendance: 94.8% (slightly improved) Persistent absence: 3.2% (improved) Permanent exclusions: 0 (improved) Attainment 8: 45.27 (improved) Progress 8: 0.52 (improved) % of PP cohort completing all of their GCSE exams: 100% % of PP cohort achieving a positive progress 8 score: 61% (SISRA Collaboration Data = 52%) Maths P8 - 0.72 English P8 - 0.87 | Communication initiative has been very effectual. More evidence of content being delivered in the language of the expert. Students have been introduced to a more sophisticated vocabulary. Increasing evidence of vocabulary teaching being explicitly taught. |
| | Continuation of termly INSET sessions on collaborative learning | PP coordinator TLR £2721 | | |
| Improved communication skills: The school's key priority again this year. In 2018-19 we will focus most of our work on Alex Quigley's research and the Academic Word List | Series of INSET sessions for all staff on how to explicitly teach key academic vocabulary. | PP Coordinator dedicated time £5000 | | The whole school push has led to a consistent approach across all curriculum areas. Prioritising INSET has ensured staff fully understand the rationale behind the strategies and the positive impact this has on disadvantaged pupils. |
| | Research and Development Group established to research effective techniques for teaching the Academic Word List. | Staff time - no additional cost. Part of CPD sessions delivered in house. | | For greater impact, there is needs to be a more subject specific approach, with each subject identifying specific literacy strategies. Next steps – banned words and words with different meanings across the curriculum. Reading skills also need to be developed. |
| Improved numeracy results 7-11 | Tutor programme: Word roots, suffixes and prefixes. | | Whole-school PP attendance figures for 2018-19 cohort up to the end of May half term (compared to attendance figures for same cohort/period for 2017-18): Attendance: Year 7: 96.4% (N/A) Year 8: 96.9% (96.11%) Year 9: 92.2% (94.86%) Year 10: 93.03% (91.89%) Year 11: 94.8% (94.85%) | |
| | Analysis of results on GCSE papers linked to numerical content – mainly Science, PE and geography. | Tutor time – no cost Resources £150 | <i>Disadvantaged attendance is lower than the whole-school attendance rate; however, the PP attendance figures alone have gradually improved since 2017-2018 due to the continued and new strategies in place.</i> | |

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| | <p>Further CPD provided to subject staff in the above to ensure consistency of delivery with maths staff.</p> <p>GG, PE and Science numerical content to be covered in Maths Study Plus / Menglish</p> <p>Explore the possibility of cross-curricular GCSE intervention sessions (I.e. maths / science)</p> <p>Numeracy explicitly taught in Year 9 Science SOW unit.</p> | <p>Staff time – no cost</p> <p>Staff time - no additional cost. Part of CPD sessions delivered in house.</p> <p>Staffing cost – see below</p> <p>Staff time – no cost</p> | <p>The attendance of our disadvantaged cohort in 2018-2019 was 94.8% (94.66% on the county submission date). This figure is an improvement of 0.58% on our 2017 – 2018 data and moves our PP cohort above the national attendance rate for all pupils (94.5%) used by OFSTED to baseline attendance data.</p> <p>The gap between the attendance of disadvantaged pupils and all pupils has increased slightly to 1.95%. This widening in the PP gap has resulted due to the excellent attendance of our non-PP cohort, rather than the deterioration in PP attendance (as, to reiterate, the PP attendance itself has improved).</p> <p>Persistent Absences: Year 7: 4% Year 8: 3% Year 9: 22% Year 10: 10.3% Year 11: 3.2%</p> <p>There continues to be a sizeable variation between the year groups with the year 9 and year 10 disadvantaged cohorts scoring significantly higher than the disadvantaged average. In both, a number of persistently absence individuals – who are receiving intensive intervention – have significantly reduced the overall figure.</p> <p>Impact of literacy and numeracy interventions outlined in more detail below.</p> | |
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| 2. Targeted support: Literacy - £43280 | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lesson learned |
| <p>Improved literacy results for pupils in years 7-9. Pupils selected for intervention:</p> <p>Yrs 7 and 8: entered below 90 KS2 SAT.</p> <p>Yrs 9: Below level 4 in English</p> <p>Pupils with specific educational needs.</p> <p>At risk of not making at least expected progress in English by the end of Y9</p> | <p>Indirect Dyslexia Programme :</p> <ul style="list-style-type: none"> Breakfast Club Group Support | <p>Software £100</p> <p>HLTA £800</p> <p>TA3 £750</p> <p>Resources £250</p> | <p><u>Breakfast Club</u></p> <p>Number of PP students accessing breakfast club in each year group: Year 7: 5 Year 8: 2</p> <p>PP breakfast club students' attendance: Year 7: 93%, 67%, 88%, 60%, 98% (Average 81.2%)</p> <p>Year 8: 41%, 55% (Average 48%). Year 8 was a trial year. Attendance was not as good as year 7 so it will only be year 7 next year for 3 sessions a week. 1 x numeracy (Maths Watch), 1 x literacy (IDL) 1 x games based (communication and social skills). (2019 to 2020). Average reading age increase from AR:Year 7: 0 months; Year 8: 7 months. Average spelling age increase from IDL: Year 7: 16 months; Year 8: 6 months</p> <p><u>Group Support</u></p> <p>Number of PP students accessing group support in each year group: Year 7: 2 out of 2</p> <p><u>Rates of progress (Measured against expected target grades and progress made within 8 months)</u></p> <p>Both pupils are on track in 100% of their subjects (i.e. 1 not more than 1 sub-grade below expected progress grade); Pupil 1 made 1 sub-grade of progress in English in 8 months; Pupil 2 made 1 sub-grade of</p> | <p>Is Breakfast Club effective? Difficult to measure impact on core skills. Attendance has been lower than in previous years. More impact on social skills and wider wellbeing.</p> <p>Questions here about the delivery of AR – data in previous years has shown it is effective but students need to be directed in their book choice and guided through active reading strategies. Need for staff training in effective delivery of AR</p> <p>Urgent need to flag up literacy issues. Plan to introduce a literacy 'Traffic Light' system to identify students with a low reading age, spelling age and handwriting speed.</p> <p>IDL highly effective and should be more widely used (it is a very inexpensive programme)</p> <p>Need for more training in GS and monitoring of how staff deliver it.</p> |

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| | | | <p>progress in English in 8 months; Average reading age increase from AR: 2 months</p> <p>Average spelling age increase from IDL: 9 months</p> <p><u>Year 8: 1 out of 5</u></p> <p><u>Rates of progress (Measured against expected target grades and progress made within 12 months)</u></p> <p>This pupil is on track in 100% of their subjects (i.e. 1 not more than 1 sub-grade below expected progress grade). This pupil made 1 sub-grade progress in English over the academic year Summer 2018 to 2019. Average reading age increase from AR: 0 months (1 pupil significantly skewed the data). Average spelling age increase from IDL: 4 months</p> <p><u>Year 9: 2 out of 4</u></p> <p>Both pupils have no baseline data. Pupil 1 is averaging a grade 2+ across all subjects. This pupil achieved a grade 2 in English and made 1 sub-grade of progress in English over the academic year Summer 2018 to 2019. Pupil 2 is averaging a grade 2 across all subjects. This pupil achieved a grade 2- in English and made 1 sub-grade of progress in English over the academic year Summer 2018 to 2019. Average reading age increase from AR: 4 months. Average spelling age increase from IDL: 1 month</p> | |
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| | <p>Accelerated Reader – / IDL Accelerated Learning and Group Support programmes.</p> <p>AL – 5.5 periods per week</p> <p>GS – 5 periods per week</p> | <p>Software £1800</p> <p>10 hours data analysis £800</p> <p>AL/GS staffing (50% of cost) £8175</p> <p>TA3 £2200</p> | <p>Accelerated Learning</p> <p>Year 7: 5 out of 12 PP pupils accessed AL</p> <p>Rates of progress (Measured against expected target grades and progress made over 8 months)</p> <p>60% of pupils are 1 sub-grade below expected progress and 40% are 2 subgrades below expected progress. 2 pupils made 1 sub-grade of progress in English in 8 months; 3 pupils made 2 sub-grades of progress in English in 8 months</p> <p>On average the Y7 PP pupils made 1.6 subgrades of progress in 8 months in English. Average reading age increase from AR: 0 months. Average spelling age increase from IDL: 16 months</p> <p>Year 8: 4 out of 18 PP pupils accessed AL</p> <p>Rates of progress (Measured against expected target grades and progress made over 12 months)</p> <p>75% of pupils are 1 sub-grade below expected progress and 25% are 2 sub-grades below expected progress. 2 pupils made 2 sub-grades of progress in English in 12 months; 2 pupils made 1 sub-grade of progress in English in 12 months</p> <p>On average the Y8 PP pupils made 1.5 subgrades of progress in 12 months in English. Average reading age increase from AR: 2 months; Average spelling age increase from IDL: 5 months</p> <p>Year 9: 12 out of 30 PP pupils accessed AL</p> | <p>AL SOL has been adapted for 2019-20 so that it is more straightforward for staff to deliver. Materials are presented in a very formulaic way to support staff. There needs to be much closer monitoring of delivery and marking.</p> <p>AR only effective when managed appropriately in class – it must be delivered in conjunction with active reading strategies – need for staff training here.</p> <p>Please see earlier comments about AR – clear need for staff training apparent here.</p> |
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| | | | <p><u>Rates of progress (Measured against expected target grades)</u></p> <p>33.3% of pupils have met or exceed their target grade. 42% are 1 sub-grade below expected progress, 8% are 2 sub-grades below expected progress and 16.7% are 3 sub-grades below expected progress. 1 pupil made 0 sub-grades of progress in English in 12 months; 3 pupils made 1 sub-grade of progress in English in 12 months; 8 pupils made 2 sub-grades of progress in English in 12 months.</p> <p>On average the Y9 PP pupils made 1.6 subgrades of progress in 12 months in English. Average reading age increase from AR: 9 months; Average spelling age increase from IDL: 5 months</p> | <p>Intention 2019-20 is to enter students for Entry Level in Year 9 as a pathway to functional skills and to raise the status of AL through external certification.</p> <p>This suggests that students who are familiar and well trained with AR reap the most benefit from it.</p> |
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| <p>Improved literacy results: Years 10 and 11</p> | <p>English Study Plus – delivered by experienced teachers</p> <p>SOL in place that complements, rather than repeats, the English SOL and has a focus on essential literacy skills</p> <p>Small group withdrawal delivered by subject specialist teachers</p> <p>Form time literacy programme</p> <p>Specialist English Teaching Assistant</p> | <p>Staffing Study Plus (50% of cost) £7000</p> <p>Staffing group withdrawal £5000</p> <p>Resources £100 Staff prep time – no cost, PPA</p> <p>TA3 £16305</p> | <p>According to the Summer monitoring report:</p> <p>Y10 English Study Plus: 7/17 are PP. 2 are on target. 5 are below target.</p> <p>Y11 Study Plus: 8/13 are PP. 4 were on target. 4 were below target.</p> <p>Final P8 score for PP students accessing Study Plus: English Study Plus EP8 = 0.90 Minglish EP8 = 1.37</p> | <p>English SOL has been re-designed in order to embed more interleaving and distributed practice in place within the English SOL in order to ensure mastery, retention and consistent revisiting of vital skills.</p> <p>Intervention for pupil premium and transients not accessing study plus yet still vulnerable - supported via small group intervention/withdrawal and weekly access to Bedrock.</p> <p>Staff are working hard to counter the idea that Study Plus is the loss of an option.</p> <p>Entry Level has been a positive strategy, Year 11 entered for Functional Skills (L1 or L2) – L2 is accepted in place of Grade 4 by some apprenticeship providers.</p> |
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| 3. Targeted support: Numeracy - £36630 | | | | | | | | | | | | | | | | | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lesson learned | | | | | | | | | | | | | | | | |
| Improved numeracy results: Years 7-9 | AQA Entry Level Mathematics specification to be followed. Autumn Term 2 Spring Term 2 Summer Term 2 | Resources £100 Maths TA support TA3 20 periods £12500 TA Maths specialist supply £7500 | There are 8 components for Entry Level Certification in Mathematics, Levels 1 to 3 with level 3 being the highest level. Pupils need to achieve at least 25 or more to be secure at level 3 on each component. AL pupils have completed Component 1: Properties of number. Results are as below:- <table><tr><th>Year Group</th><th>% Level 3</th><th>% Level 2</th><th>%Level 1</th></tr><tr><td>7</td><td>85%</td><td>15%</td><td>0%</td></tr><tr><td>8</td><td>83%</td><td>11%</td><td>6%</td></tr><tr><td>9</td><td>90%</td><td>7%</td><td>3%</td></tr></table> Year 7 (5 out of 12 pupils) 60% achieved an average of 25+ out of 30 in the Entry level mathematics components 1 and 2 which is equivalent to the top level – level 3. 40% achieved less than 25/30. These 2 pupils have been targeted for group support numeracy in year 8 (2019 to 2020). Summary of progress made against Maths targets for KS3 (for PP pupils accessing Entry level) Entry Level: Year 8 (4 out of 18 pupils) | Year Group | % Level 3 | % Level 2 | %Level 1 | 7 | 85% | 15% | 0% | 8 | 83% | 11% | 6% | 9 | 90% | 7% | 3% | We can now tailor the group support more effectively in years 8 and 9 following on from the results. |
| Year Group | % Level 3 | % Level 2 | %Level 1 | | | | | | | | | | | | | | | | | |
| 7 | 85% | 15% | 0% | | | | | | | | | | | | | | | | | |
| 8 | 83% | 11% | 6% | | | | | | | | | | | | | | | | | |
| 9 | 90% | 7% | 3% | | | | | | | | | | | | | | | | | |

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| | Breakfast Club | <p>HLTA £800 TA3 £750</p> <p>Resources See Literacy above</p> | <p>50% achieved an average of 25+ out of 30 in the Entry level mathematics components 1 and 2 which is equivalent to the top level – level 3. 50% achieved less than 25/30. These 2 pupils have been targeted for group support in year 9 (2019 to 2020).</p> <p>Entry Level : Year 9: (12 out of 30 pupils)</p> <p>92% achieved an average of 25+ out of 30 in the Entry level mathematics components 1 and 2 which is equivalent to the top level – level 3. 8% achieved less than 25/30. This equates to one pupil who will complete Study Plus and will have targeted intervention to work towards a level 3 Entry Level in Mathematics</p> <p>2 pupils at risk of not achieving a level 3 by year 11.</p> <p>Year 10 Entry Level: Course now completed. This has been very successful! 100% on track to achieve a level 3; 1 pupil is on the borderline; All PP pupils will achieve level 3. They are now working towards Edexcel Functional skills level 1 to be sat in November (Equivalent to a grade 3)</p> <p><u>Breakfast Club</u></p> <p>All pupils that attend Breakfast Club are in AL. Number of PP students accessing breakfast club in each year group: Year 7: 5; Year 8: 2</p> <p>PP breakfast club students' attendance: Year 7: 93%, 67%, 88%, 60%, 98% (Average 81.2%); Year 8: 41%, 55% (Average 48%)</p> <p>From the original list 90% attend regularly and are keen mathematicians. 43% met or exceeded their target grade in the summative assessments in</p> | <p>Year 8 was a trial year. Attendance was not as good as year 7 so it will only be year 7 next year for 3 sessions a week. 1 x numeracy (Maths Watch), 1 x literacy (IDL) 1 x games based (communication and social skills).</p> |
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| | | | <p>mathematics so far. 29% are one subgrade away from their target grade; 28% are two subgrades away from their target grade.</p> <p>Year 7 (5 out of 12 pupils)</p> <p><u>Rates of progress (Measured against expected target grades and progress made over 8 months)</u></p> <p>20% of pupils are on target for expected progress, 60% of pupils are 1 sub-grade below expected progress and 20% are 2 sub-grades below expected progress. All pupils made at least 1 sub grade of progress. 1 pupil made 4 sub grades of progress in 8 months.</p> <p>On average the PP pupils made 2.4 subgrades of progress in 8 months in mathematics.</p> <p>Entry Level: Year 8 (4 out of 18 pupils)</p> <p><u>Rates of progress (Measured against expected target grades and progress made over 12 months)</u></p> <p>50% of pupils are 1 sub-grade below expected progress and 50% are 2 sub-grades below expected progress. All 4 pupils made 2 sub-grades of progress in mathematics in 12 months</p> <p>On average the Y8 PP pupils made 2 subgrades of progress in 12 months in mathematics.</p> <p>Entry Level : Year 9: (12 out of 30 pupils)</p> <p><u>Rates of progress (Measured against expected target grades and progress made over 12 months)</u></p> | |
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| | | | <p>8% of pupils have met their target grade. 42% are 1 sub-grade below expected progress, 8% are 2 sub-grades below expected progress and 42% are at least 3 sub-grades below expected progress. 4 pupils made 0 sub-grades of progress in mathematics in 12 months; 2 pupils made 1 sub-grade of progress in mathematics in 12 months; 6 pupils made 2 sub-grades of progress in mathematics in 12 months</p> <p>On average the Y9 PP pupils made 1.2 subgrades of progress in 12 months in mathematics.</p> | |
| Improved numeracy results: Years 10 and 11 | <p>AQA Entry Level Mathematics specification to be followed</p> <p>Maths Study Plus, with dedicated TA support</p> | <p>Exam entry fees £550</p> <p>Teacher (50% of cost) £6825 HLTA £3818 TA3 £3787</p> | <p>Year 10 Entry Level: Course now completed. This has been very successful! 100% on track to achieve a level 3; 1 pupil is on the borderline; all PP pupils will achieve level 3. They are now working towards EdExcel Functional Skills level 1 to be sat in November (equivalent to grade 3)</p> <p>According to Summer monitor:</p> <p>Y10 Maths Study Plus: 8/19 pp students. 8 are below target.</p> <p>Y11 Maths Study Plus: 8/13 pp students. 8 are below target.</p> <p>FINAL P8 SCORES TO BE ADDED ONCE SISRA IS BACK UP.</p> <p>Maths Study Plus MP8 = 1.1</p> <p>Menglish MP8 = 0.87</p> | <p>Some students found the Entry Level not challenging enough. Smaller cohorts are needed to maximise on pupil outcomes. However, all pupils achieved a Level 3. This was a highly effective strategy for targeting key life skills. Pupils are now well prepared for the Functional Skills Level 1 to be assessed in November 2019.</p> |

| 4. Targeted support: Attendance (and 5. Targeted support: Curriculum) - £24617 | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lesson learned |
| Improved attendance rates | Review attendance procedures with the aim of introducing medical cards, newly-worded letters, a revising of targets and thresholds to sessions rather than percentages | SAHT time £500 AIW/admin time £500 | Attendance figures for 2018-19 cohort up to the end of May half term (compared to attendance figures for same cohort/period for 2017-18): Attendance: Year 7: 96.4% (N/A) Year 8: 96.9% (96.11%) Year 9: 92.2% (94.86%) Year 10: 93.03% (91.89%) Year 11: 94.9% (94.85%) | A pro-active approach has proven successful at improving attendance amongst PP pupils who are persistently absent. Such an approach requires the early involvement of the RAC and formal contact with parents if attendance continues to deteriorate. PA champion recruited to ensure sufficient time to make contacts and build relationships. A systematic approach to communication and the recording of interactions has proven effective. Logging all contacts in a central location has made it easier to complete court submissions in cases where persistent absence has led to the actioning of penalty notices. |
| | AIW procedures to be reviewed and refined to ensure all appropriate actions are taken to increase the attendance of persistently absent PP pupils. | AIW time £587 Attendance Officer time £580 | <i>Disadvantaged attendance is lower than the whole-school attendance rate; however, the PP attendance figures alone have gradually improved since 2017-2018 due to the continued and new strategies in place.</i> | |
| | Governors attendance panels | Govs – no cost Report prep & admin time £700 | The attendance of our disadvantaged cohort in 2018-2019 was 94.8% (94.66% on the county submission date). This figure is an improvement of 0.58% on our 2017 – 2018 data and moves our PP cohort above the national attendance rate for all pupils (94.5%) used by OFSTED to baseline attendance data. | |
| | Inclusion | Staff cost time given as follows: TA3 £13000 PSW £4600 RAC £1800 SAHT £2350 | The gap between the attendance of disadvantaged pupils and all pupils has increased slightly to 1.95%. This widening in the PP gap has resulted due to the excellent attendance of our non-PP cohort, rather than the deterioration in PP attendance (as, to reiterate, the PP attendance itself has improved). Persistent Absences: Year 7: 4% Year 8: 3% Year 9: 22% | |

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| | | | <p>Year 10: 10.3%</p> <p>Year 11: 3.2%</p> <p>There continues to be a sizeable variation between the year groups with the year 9 and year 10 disadvantaged cohorts scoring significantly below the disadvantaged average. In both, a number of persistently absence individuals – who are receiving intensive intervention – have significantly reduced the overall figure.</p> <p><u>Inclusion data:</u></p> <p>Out of the total of 38 students accessing inclusion, 10 were PP (26.32%)</p> <p>6 out of those 10 PP students accessing inclusion improved their attendance record in the year that they accessed inclusion - see green positive % difference (60% had improved attendance)</p> <p>Notes regarding the negative differences:</p> <ul style="list-style-type: none"> • Pupil A did not access <i>regularly</i> – the inclusion space was used more as a ‘calm mentoring space’ for this particular student, when liaising with her specified mentor from teaching staff (not inclusion staff). • Pupil B had a long absence for the first part of the year; she only reintegrated in March and started accessing inclusion from that point onwards. Since March, there was more of a positive change, which the % difference does not accurately account for, as the stated % difference has taken the whole year into account rather than from the point of reintegration. If looking solely at the point of | |
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reintegration to the end of the year, only 2 sessions were missed by this pupil.

- Pupil F and G only used the inclusion space as occasional respite following social issues with one particular friend.

The above anomalies illuminate how the inclusion is best suited to regular and structured (as part of timetabled routine) intervention provision from specialist staff within the inclusion space. The pupils with positive % differences in green were those who did access inclusion in such a manner, gleaning the most productive results.

| PP Pupil accessing Inclusion | Sept – June 2017/2018 | Sept – June 2018/2019 | % difference |
|------------------------------|-----------------------|-----------------------|--------------|
| A 11H | 97.8% | 94.9% | -2.9% |
| B 10J | 65.7% | 47.2% | -18.5% |
| C 9H | 78.7% | 89.3% | +10.5% |
| D 10J | 72.5% | 86.5% | +14.0% |
| E 10J | 96.3% | 99.4% | +3.1% |
| F 10G | 100% | 92.1% | -7.9% |
| G 8J | 97.8% | 94.4% | -3.4% |
| H 10P | 96.6% | 96.7% | +0.1% |
| I 8J | 83.7% | 97.8% | +14.1% |
| J 10P | 78.7% | 100% | +21.3% |

| 6. Curriculum - £3000 | | | | | | | | | | | | | | | | | | | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lesson learned | | | | | | | | | | | | | | | | | | |
| Ensure the curriculum is fit for purpose and addresses the needs of all students | New curriculum model in place, embracing the EBacc and a breadth of high-value qualifications. | SLT time £3000 | <p>Year 11 Outcome 2:</p> <p>Number of PP students entered for EBacc: 11 PP pupils achieving a Positive Progress 8 score in EBacc: 8 (72.7%) Number achieved a standard pass: 8 (72.7%) Number achieving a strong pass: 4 (36.7%)</p> <p>EBacc Total Measure</p> <table><tr><th>Measure</th><th>Total</th><th>%</th></tr><tr><td>Students Entered For the EBacc</td><td>11</td><td>37.9 ↑</td></tr><tr><td>Average Number of Slots Filled for Cohort 7</td><td>5.31 ↑</td><td></td></tr><tr><td>Average Points Score Per EBacc Slot for COHORT 7</td><td>3.86 ↓</td><td></td></tr><tr><td>Students in COHORT Achieving the EBacc (Standard Pass) (NEW)</td><td>8</td><td>27.6 ↑</td></tr><tr><td>Students in COHORT Achieving the EBacc (Strong Pass)</td><td>4</td><td>13.8 ↓</td></tr></table> <p>Year 10:</p> <p>Number of PP students entered for EBacc: 12 PP pupils achieving a Positive Progress 8 score in EBacc: 12 (100%) Number achieved a standard pass: 12 (100%) Number achieving a strong pass: 8 (66.7%)</p> | Measure | Total | % | Students Entered For the EBacc | 11 | 37.9 ↑ | Average Number of Slots Filled for Cohort 7 | 5.31 ↑ | | Average Points Score Per EBacc Slot for COHORT 7 | 3.86 ↓ | | Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 8 | 27.6 ↑ | Students in COHORT Achieving the EBacc (Strong Pass) | 4 | 13.8 ↓ | <p>The PP cohort needs to be carefully targeted to ensure that:</p> <p>A) They are supported and encouraged to have high aspirations with regard to their choice of subjects e.g. EBacc suite.</p> <p>B) They are targeted for additional support with their transition and career aspirations (where required).</p> <p>C) Their parents are engaged as fully as possible in the options and transition process e.g. additional meetings with the Careers Adviser or home visits where needed.</p> |
| Measure | Total | % | | | | | | | | | | | | | | | | | | | | |
| Students Entered For the EBacc | 11 | 37.9 ↑ | | | | | | | | | | | | | | | | | | | | |
| Average Number of Slots Filled for Cohort 7 | 5.31 ↑ | | | | | | | | | | | | | | | | | | | | | |
| Average Points Score Per EBacc Slot for COHORT 7 | 3.86 ↓ | | | | | | | | | | | | | | | | | | | | | |
| Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 8 | 27.6 ↑ | | | | | | | | | | | | | | | | | | | | |
| Students in COHORT Achieving the EBacc (Strong Pass) | 4 | 13.8 ↓ | | | | | | | | | | | | | | | | | | | | |

| | | | <div>EBacc Total Measure</div> <table><tr><th>Measure</th><th>Total</th><th>%</th></tr><tr><td>Students Entered For the EBacc</td><td>12</td><td>42.9 ↑</td></tr><tr><td>Average Number of Slots Filled for Cohort ?</td><td>5.25 ↑</td><td></td></tr><tr><td>Average Points Score Per EBacc Slot for COHORT ?</td><td>4.44 ↑</td><td></td></tr><tr><td>Students in COHORT Achieving the EBacc (Standard Pass) (NEW)</td><td>12</td><td>42.9 ↑</td></tr><tr><td>Students in COHORT Achieving the EBacc (Strong Pass)</td><td>8</td><td>28.6 ↑</td></tr></table> | Measure | Total | % | Students Entered For the EBacc | 12 | 42.9 ↑ | Average Number of Slots Filled for Cohort ? | 5.25 ↑ | | Average Points Score Per EBacc Slot for COHORT ? | 4.44 ↑ | | Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 12 | 42.9 ↑ | Students in COHORT Achieving the EBacc (Strong Pass) | 8 | 28.6 ↑ | |
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| Measure | Total | % | | | | | | | | | | | | | | | | | | | | |
| Students Entered For the EBacc | 12 | 42.9 ↑ | | | | | | | | | | | | | | | | | | | | |
| Average Number of Slots Filled for Cohort ? | 5.25 ↑ | | | | | | | | | | | | | | | | | | | | | |
| Average Points Score Per EBacc Slot for COHORT ? | 4.44 ↑ | | | | | | | | | | | | | | | | | | | | | |
| Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 12 | 42.9 ↑ | | | | | | | | | | | | | | | | | | | | |
| Students in COHORT Achieving the EBacc (Strong Pass) | 8 | 28.6 ↑ | | | | | | | | | | | | | | | | | | | | |

| 7. Careers advice and guidance - £4420 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--|-----------------------|--------------|-------|-------|-------|-------|-------|-------|-------|--------|------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|-------|-------|------|-------|-------|------|-------|-------|-------|
| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lessons learned | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Raised aspirations that are well-informed and realistic, leading to further education and employment. | Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews. | £1500 | <ul style="list-style-type: none">100% of PP girls attended at least 3 post-16 sampling days100% of PP girls had a careers interview85% of PP girls identified at least 2 possible choices in Futures Survey65% of PP girls want to go to college35% of PP girls want to go onto apprenticeships100% of PP girls who are in employment, training or education0% of PP girls accessed alternative provision15% of Parent Council have a daughter in receipt of PP | Targeted support e.g. SLT mentoring and careers guidance was effective and impactful. The PP cohort was prioritised for support and this is borne out by the statistics. Having another parent on Parent Council who has a daughter in receipt of PP would double the level of representation. The use of the Haven can be effective, but it is not a universal panacea for improving engagement with school. Arguably, the barriers often lie with the parents too and unless the Haven leads to improved engagement with the parents <i>as well as</i> their daughter then its impact may be limited. The Haven may be perceived to be a barrier for PP students if it leads to a prolonged period of withdrawal from lessons or a timetable reduction. The use of the Haven must therefore be carefully monitored and it must be used judiciously. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SLT Mentoring – Identified pupils based on progress and attitude. Termly calendar of activities. | 3 hrs RAC £141 3 hrs SLT £182 Cover £300 | INCLUSION DATA: Out of the total of 38 students accessing inclusion, 10 were PP (26.32%) 6 out of those 10 PP students accessing inclusion improved their attendance record in the year that they accessed inclusion - see green positive % difference (60% had improved attendance) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Inclusion / Alternative provision | Myerscough £27 Inclusion £1000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Enterprise activities: (Community Studies course, apprenticeship fairs, mock interviews) | HOD planning 5 hrs £255 SLT planning 5 hrs £310 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Monitoring of attendance at Parents' evenings. Attempts made to arrange alternative visits with absent parents. | RAC time – 3 hrs per evening £705 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table><tr><th>PP Pupil accessing Inclusion</th><th>Sept – June 2017/2018</th><th>Sept – June 2018/2019</th><th>% difference</th></tr><tr><td>A 11H</td><td>97.8%</td><td>94.9%</td><td>-2.9%</td></tr><tr><td>B 10J</td><td>65.7%</td><td>47.2%</td><td>-18.5%</td></tr><tr><td>C 9H</td><td>78.7%</td><td>89.3%</td><td>+10.5%</td></tr><tr><td>D 10J</td><td>72.5%</td><td>86.5%</td><td>+14.0%</td></tr><tr><td>E 10J</td><td>96.3%</td><td>99.4%</td><td>+3.1%</td></tr><tr><td>F 10G</td><td>100%</td><td>92.1%</td><td>-7.9%</td></tr><tr><td>G 8J</td><td>97.8%</td><td>94.4%</td><td>-3.4%</td></tr></table> | PP Pupil accessing Inclusion | Sept – June 2017/2018 | Sept – June 2018/2019 | % difference | A 11H | 97.8% | 94.9% | -2.9% | B 10J | 65.7% | 47.2% | -18.5% | C 9H | 78.7% | 89.3% | +10.5% | D 10J | 72.5% | 86.5% | +14.0% | E 10J | 96.3% | 99.4% | +3.1% | F 10G | 100% | 92.1% | -7.9% | G 8J | 97.8% | 94.4% | -3.4% |
| PP Pupil accessing Inclusion | Sept – June 2017/2018 | Sept – June 2018/2019 | % difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A 11H | 97.8% | 94.9% | -2.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | <table><tr><td>H 10P</td><td>96.6%</td><td>96.7%</td><td>+0.1%</td></tr><tr><td>I 8J</td><td>83.7%</td><td>97.8%</td><td>+14.1%</td></tr><tr><td>J 10P</td><td>78.7%</td><td>100%</td><td>+21.3%</td></tr></table> | | | | H 10P | 96.6% | 96.7% | +0.1% | I 8J | 83.7% | 97.8% | +14.1% | J 10P | 78.7% | 100% | +21.3% | Work experience to be added to the curriculum to support PP pupils. Possibility of a getting ready for work course for PP to ensure maximum impact. PP students will need support to ensure appropriately ambitious placements. |
| | | | H 10P | 96.6% | 96.7% | +0.1% | | | | | | | | | | | | | |
| | | | I 8J | 83.7% | 97.8% | +14.1% | | | | | | | | | | | | | |
| | | | J 10P | 78.7% | 100% | +21.3% | | | | | | | | | | | | | |
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| 8. Increased engagement of parents - £1026 | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lessons learned |
| Raised levels of parental support and increased exposure to positive role models | Parents' Information Evenings | Admin support 2 hrs per event £159 RAC 2 hrs per group £172 SAHT 1 hr per term £195 | Parents Evening Attendance Rates for PP students per year group (compared to previous year's percentage in brackets): Year 7: 86.4% Year 8: 100% (74%) Year 9: 58.8% (50%) Year 10: 66.7% (64%) Year 11: 62.5% (73%) | In some cases, engagement with hard to reach PP parents needs to be pro-actively sought. Governor panels and home visits were effectively used to increase contact and promote attendance during 2018-19. |
| | Parent Council | SAHT time £500 | Gradual improvement for year 7 – 11 but a dip in attendance for the year 11 group. <ul style="list-style-type: none"> Non-attendance at Parents' Evening was followed up. Where possible, catch up meetings were held. Additionally, the parents of some PP who did not attend parents' evening had actually attended prior or after for consultations regarding SEND, PSP, PEP or LAC reviews, which was still discussion of collated teacher comments from all subjects. | Pre-options careers interviews proved to be a considerable success, with high levels of parental support, including from PP parents. The clear purpose and positive nature of these meetings appear to have motivated ALL parents to find the time to attend. Involved staff reported that these were almost always a positive experience. Year 7 weekly parental newsletters were produced in 2018-19 for the first time. Although we don't have any specific feedback covering just PP parents, these new communications were well received and the highlighted the benefits of regular contact with home. Expand tracking of parental engagement to all events, e.g. curriculum evening. |

| 9. Increased involvement of PP pupils in wider opportunities, including extra-curricular activities £10242 | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lesson learned |
| Increased participation in enrichment activities and wider cultural opportunities in order to raise aspirations that are well-informed and realistic, leading to further education and employment | Increase opportunity and participation in school / curriculum | Music Tuition £1242 Resources across all departments £5000 | 6 PP girls accessing music tuition: Brass: 2 Guitar: 1 Singing: 2 Violin: 1 | <p>There is a 'participation gap' between PP and non-PP students. The recording of participation relied upon the accurate reporting of tutors. This will no longer be an issue because of the use of Class Charts. Below is data from the current school year:</p> <p><i>From the data available on class charts (June 2018) the proportion of students that have participated in school trips/STEM/ work experience that are PP is 15%. Please note: PP cohort represents 15.7 of school population</i></p> <p><i>Class charts is now embedded across the school and is being used to closely monitor PP representation in several areas, including rewards and wider participation.</i></p> <p>The active encouragement of pp students to participate in school events and extra-curricular activities relies on tutor, classroom teacher and Head of</p> |
| | Increase opportunity and participation in school / curriculum related visits and trips for PP pupils | PP Funding for trips £3000 | Rewards Year 7: Silver: 16; Gold: 13; Ward: 5 | |
| | Track and measure participation rates over time of Disadvantaged students in educational visits and extra-curricular activities, reporting termly to SLT and PP Coordinator. | AAHT planning time £500 | Rewards Gap (% PP - % Non-PP): Silver: -15% Gold: +1% Ward: +4% Year 8: Silver: 42%; Gold: 29% Rewards Gap (% PP - % Non-PP): Silver: -43% Gold: -15% Year 9: Silver: 42%; Gold: 21% | |
| | Encourage greater participation of Disadvantaged students in educational visits, through the use of agreed School protocols regarding visits e.g. 1. Advertising visits long in advance wherever possible, allowing parents to spread the cost and | Staff time - £500 | Rewards Gap (% PP - % Non-PP): Silver: -5% Gold: 9% In the future, we will be using Class Charts to track this data using specified icons: <ul style="list-style-type: none"> • Participation • Future's Tracker • School Trip • Passport • Medal Milestones | |

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| | <p>pay in installments via ParentPay.</p> <p>Ensuring that the parents of Disadvantaged students are made aware of educational visits, by making phone calls home or personalised mailings</p> | | | <p>Department involvement. Perhaps a new strategy to communicate trips/activities/enrichment to staff could help raise awareness of opportunities with pp students.</p> |
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| 10. Transients - £5377 | | | | |
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| Desired outcome | Chosen action / approach | Cost | Estimated impact | Lessons learned |
| Pupil Premium transients to perform in line with other pupils at PGHS | Transient Champion to track and monitor the performance / attendance of transient PP pupils. | AAHT £1864 1 hr per week | Transient PP Attendance: Year 11: 94.4% (3 students) Year 10: 92.1% (4 students) Year 9: 97.85% (1 student) Year 8: N/A Year 7: N/A | <u>Ask leading questions to ascertain potential CP/attendance issues.</u> Any red flags can be followed up in the meeting/with previous school Did/Do you receive additional support in your previous/current school? Do you have someone that you talk to in school? Do you have time out of any lessons for any reason? Do you sometimes find it difficult to get into school? What do you think are the reasons for this? Have you been on any school trips recently? Which ones? Why not? Why do you want to move school? How do you think this move will help you? What do you think you need to do to make this move successful? |
| | Embed Edukey portals to ensure the tracking of transient pupils. Increase positive home and school communication to encourage a growth mindset approach in both pupils and parents. Ensure there is a review with parents (either in person or via phone) after first half term and then termly thereafter. Ensure accurate record keeping of transient pupils and ensure there is an open and honest transfer of information from a previous school so that we are fully aware of a students' needs (particularly regarding CP/safeguarding) | Edukey cost £1018 CPOMS £995 | Edukey in place for all transients that we got last year so that all staff can be aware of potential gaps and help them catch up. Reviewed regularly - letters sent home at end of summer term (see attached examples). Where more support is needed, the RAC tends to take over. I've referred some students to Katie for further testing. Ensuring accurate transfer information is difficult, but we have put additional measures in place to ensure shols provide as much accurate information as possible. | |
| | Identify from department exam reports the measures that worked with PP students and extend these to Transients. | Staff time £250 | HT has met with all subject area again this year – best practice to be shared with all teaching staff - CPD session in Autumn Term | |
| | Continue to run the “closing the gap” programme in the Summer term, using options that students have not elected to | Staff time – prep and delivery £1000 | All transient pupils reviewed regularly - Group Study in place for the most vulnerable/risk of | Gaps not just in knowledge – also “gaps” in good study habits and routines |

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| | <p>follow at GCSE. Ensure that material is delivered from all core subjects.</p> | <p>Bedrock Vocab access £250</p> | <p>underachievement - taken out of CS/PE or an option.</p> <p>Impact - encouraging transient students to feel valued/part of the community - this would be evidenced by attendance/participation (participation will be easier to track with classcharts). Gaps are closed - perform in line with peers who have been with us since Year 7; CP issues flagged up immediately and PSPs put in place.</p> <p>Focus on giving transients opportunities such as the speaking and listening session SHE ran at the end of summer term; places on trips; giving them workbooks/revision guides to catch up missed work.</p> <p>Additional access to Bedrock and Samlearning - to close the vocabulary gap and knowledge gaps</p> | <p>Need appropriate work in these sessions – students must know there is accountability – not just self-directed study.</p> <p>We need to value their perspective on events such as Open Evening – they have a unique view of PGHS as they can make a comparison to another high school</p> <p>Encourage transient students to participate – printed copies of letters/direct contact home to inform parents.</p> <p>Needs to be follow up on these activities to ensure that they are used and not just a “sticking plaster”.</p> <p>Need to track access – pester power to ensure that students are using these resources</p> |
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