

Pupil premium strategy statement 2018-21

1. Summary information					
School	Penwortham Girls' High School				
Academic Year	2019-20	Total PP budget (E6, PP+ & LAC)	£123,545	Date of most recent PP Review	Nov. 2019
Total number of pupils	773	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Jan. 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average 2019 Provisional Result	0.52	0.00
Attainment 8 score average 2019 Result	45.27	48.00

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A. [Literacy Skills:](#)

Ability profiles for 2018-19:

Number of PP pupils entering Yr7 below national expectation (>95 SAS in Reading)

Yr 7: 1 out of 30 pupils
Yr8: 5 out of 22 pupils
Yr9: 5 out of 26 pupils
Yr10: 5, plus 2 'B' = 7 out of 19 pupils

Number of pupils entering Yr7 below Level 4

Yr11: 3 out of 26 pupils

B. [Numeracy skills:](#)

Ability profiles for 2018-19:

Number entering Yr7 below national expectation (>95 SAS)

Yr7: 0 out of 30 pupils
Yr8: 1 out of 22 pupils
Yr9: 2 out of 26 pupils
Yr10: 3, plus 2 'B' = 5 pupils

Number of pupils entering Yr7 below Level 4

Yr11: 3 out of 26 pupils

External barriers *(issues which also require action outside school, such as low attendance rates)***C.****Attendance:**

Attendance rates for pupils eligible for PP are below that of all pupils. This reduces their school hours and causes them to fall behind on. Below are last year's attendance rates for PP (2018-19*). The attendance for Disadvantaged pupils, as a whole was **94.66%**. The overall attendance rate for all pupils was **96.79%**. Attendance for disadvantaged within each year group:

- Year 7: 96.43%
- Year 8: 96.74%
- Year 9: 90.38%
- Year 10: 93.00%
- Year 11: 95.67%

*Data from 5th April 2019 – this was when we made the final attendance data submission to county.

D.**Curriculum**

The 2019-20 curriculum model will focus around a suite of pathways, whereby students are assigned to a route, appropriate to their abilities, needs and aspirations. Through the process of assigning students to pathways, the PP cohort are a key focus. The aim is to ensure that PP students are in no way placed at a disadvantage, relative to their peers. All students will have a meeting with a member of the Senior Leadership Team to ensure that the right suite of subjects is chosen to maximise their options beyond PGHS. The PP cohort will be a key priority group and through close collaboration with the PP Champion, the intention will be to ensure that in these critical meetings PP students are encouraged and supported to have high aspirations for their futures. We will also endeavour to ensure that the parents of PP students attend these meetings to ensure that they share our high aspirations for their daughter.

E.**Low aspirations / lack of aspirations**

A small number of KS4 pupils have either low aspirations or no clear idea of what they want to do when they leave Year 11. To address this, PP students receive targeted advice, guidance and support from our Careers Advisor, Shamim Khan. They are assigned teacher mentors to provide further guidance and support. They have the support of the PP Champion, who works alongside the SLT member responsible for Careers and acts as an advocate for PP students, ensuring that they fulfil their potential and successfully transition to KS5.

F.**Lack of parental support / positive role models**

A small number of our pupils have difficult home circumstances. A direct result of this can be a lack of engagement with school by parents / carers. Impact on pupils can include poor attendance, unwillingness to complete homework and a lack of effort in school.

G.	<p>Lack of opportunities</p> <p>A small number of pupils do not have the breadth of educational / cultural experiences to enhance their learning and develop their social skills. Narrow experience of life out of school.</p>
H.	<p>Transients</p> <p>A small number of PP pupils join us part way through their secondary education and often have multiple barriers to their learning, including poor emotional wellbeing, poor attendance and punctuality; gaps in prior learning and poor previous progress.</p> <p>Transient PP pupils: Yr 7: 0 Yr8: 0 Yr9: 1 Yr10: 6 Yr11: 3 Total: 10</p>

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
<p>A. High levels of progress in literacy for all pupils eligible for PP</p>	<p>Years 7-9 all groups:</p> <ul style="list-style-type: none"> • All pupils eligible for PP make at least expected progress by achieving their progress targets in English. At least 25% exceed expected progress. This will mainly be evidenced through English written assessments (at least 6 per year) <p>Year 7 AL (Accelerated Learning), GS (Group Support) and BC (Breakfast Club): Progress will be tracked and monitored through</p> <ul style="list-style-type: none"> • Accelerated Reader Star Tests (Tracked half termly) • IDL programme: Termly tracking of reading ages and spelling ages • Completion of Entry-Level Step-Up units <p>Years 8-9 AL (Accelerated Learning), GS (Group Support)</p> <p>Progress will be tracked and monitored through</p> <ul style="list-style-type: none"> • Accelerated Reader Star Tests (Tracked half termly) • IDL programme: Termly tracking of reading ages and spelling ages • English Entry Level (Step-Up) external accredited assessments (Twice per year) <p>Years 10 and 11: All pupils eligible for PP make at least expected progress in English towards their GCSE target, with at least 25% exceeding expectations.</p> <p>At KS4, this will be evidenced through assessments in English Study Plus, Menglish, written assessments in English Language and Literature (at least 6 per year) and the final GCSE examinations.</p>

<p>B.</p>	<p>High levels of progress in numeracy for all pupils eligible for PP</p>	<p>Years 7-9 all groups:</p> <ul style="list-style-type: none"> All pupils eligible for PP make at least expected progress by achieving their progress targets in maths. At least 25% exceed expected progress. This will be evidenced mainly through Mathematics written assessments (A maximum of 6 per year) <p>Year 7 AL (Accelerated Learning)</p> <p>Progress will be tracked and monitored through</p> <ul style="list-style-type: none"> Performance in Entry Levels components 1 and 2 internal assessments <p>Years 8-9 AL (Accelerated Learning)</p> <p>Progress will be tracked and monitored through</p> <ul style="list-style-type: none"> Performance in Entry Levels components 3 and 4 internal assessments <p>Years 10 and 11: All pupils eligible for PP make at least expected progress in maths towards their GCSE target, with at least 25% exceeding expectations. This will be evidenced mainly through Mathematics written assessments, Maths Study Plus and Menglish internal assessments (A maximum of 6 per year) and the final GCSE examinations</p> <p>Year 10 Study Plus At least 80% of pupils to achieve a level 3 in the Entry Level external Accreditation in the first 4 components.</p> <p>Year 11 Study Plus At least 70% of pupils to achieve a level 1 on the 5th December 2019 Edexcel Functional Skills Examination</p> <p>Year 11 Study Plus At least 50% of pupils to achieve a level 2 in the June 2019 Edexcel Functional Skills Examination</p>
<p>C.</p>	<p>Increased attendance rates for pupils eligible for PP</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below (2017-18: 19.7% / 2018-19: 11.5%) - National PA rate for all pupils 13.3%</p>

		Overall attendance among pupils eligible for PP improves from 94.5% to 96% or above in line with 'other' pupils.
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D.	All PP students are placed on an ability-appropriate pathway that provides them with the qualifications and skills necessary to progress as far as their talents can take them.	100% of the 2019-20 cohort achieve in line with expectations and are able to embark upon their chosen programme of KS5 study.
E.	All KS4 pupils have identified clear post-16 progression routes. These are in line with expectations based on prior attainment data.	In years 10 and 11 PP pupils have identified their progression route and are aware of what GCSE grades / qualifications they will need to achieve this. All Yr11 pupils can progress to their chosen next stage as a result of achieving or exceeding their target grades.

F.	Increased engagement with parents, leading to pupils having increased rates of progress and higher attendance.	<p>Increase in % of PP parents attending Parents' Evening – to an average of at least 85%.</p> <p>PSP / SEN reviews, attendance panels, mentor meetings, behaviour contracts to be well attended - above 90%.</p> <p>Other success criteria in relation to parents will be more qualitative.</p>
G.	Increase in both the number of PP pupils achieving rewards in school and engagement with extra-curricular activities.	<p>TARGET: % of pupils achieving the Silver Merit Award <i>at least</i>:</p> <p>2019/20 Year 7 = 90%</p> <p>2019/20 Year 8 = 80%</p> <p>2019/20 Year 9 = 70%</p> <p>2019/20 Year 10 = 50%</p> <p>The gap between disadvantaged and non-disadvantaged students achieving the Silver Award not to exceed 10%.</p> <p>At least 75% of PP pupils attending extra-curricular activities/visits.</p> <p>At least 93% were involved in at least 2 extra-curricular activities in 2017-18. In the 2018-19 calendar year this number was 90%. Data to be collected via Class Charts on an ongoing basis to allow for a more detailed analysis of participation rates of disadvantaged and non-disadvantaged students, informing efforts to improve the participation of PP students where necessary.</p> <p>Staff to be informed of the participation rate of PP students and the gap between PP and non-PP during meetings/CPD.</p>
H.	Pupil Premium transients to perform in line with other pupils at PGHS.	All transient pupils eligible for PP make at least expected progress, with at least 25% exceeding expectations.

Planned expenditure					
Academic year		2019-20			
1) Quality teaching for all					
<i>NFER research into the most effective ways to support disadvantaged pupils' achievement emphasises the importance of high quality teaching for all. Schools emphasis 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice'</i>					
<i>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 pupils.</i>					
<i>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.'</i>					
Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
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.	Whole school focus on raising aspirations / expectations amongst pupils, staff and parents based on Carol Dweck's evidence-based research that ability is not fixed. Prior attainment is not the sole indicator of future potential.	INSET delivered by SLEs. Based on findings for Dweck. INSET based on best practice. Routine monitoring of impact through: a) SLT weekly drop-ins b) Appraisal observations c) Termly work scrutinies d) Monitoring of new rewards system e) Pupil voice f) Assessments results for each subject and data tracking	SLT	Termly reviews – start of Spring Term / Summer Term

Improved attainment / progress across the curriculum for PP pupils, narrowing the gap with other pupils.	Continuation of termly INSET sessions on collaborative learning	EEF: Moderate impact for very low cost based on extensive research. Impact of collaborative approaches is consistently positive, but it does vary so important to get the detail right. Staff will be taught that structured approaches with well-designed tasks lead to the greatest learning gains. Evidence about the benefits of collaborative learning has been found consistently positive for over 40 years.	<p>Training provided by SLE who has attended Kagan training.</p> <p>Particular focus on monitoring of teaching (SLT drop-ins and appraisal observations) / work scrutinies.</p>	JRA / SLT	<p>Termly - Appraisal feedback.</p> <p>Lesson observation analysis (SISRA Observe).</p> <p>Drop-in feedback – Weekly agenda item at SLT.</p> <p>Inset evaluations.</p>
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1) Quality teaching for all ctd...

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<p>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 work, 'Closing the Vocabulary Gap' and Averil Coxhead's research on the 'Academic Word List.</p> <p>Key strategies from Quigley's work:</p> <p>Pre-teaching vocabulary</p> <p>Discussing the meaning of words</p> <p>Grouping words</p> <p>Comparing words</p> <p>Finding precise</p>	<p>Series of INSET sessions for all staff on how to explicitly teach key academic vocabulary.</p> <p>Tutor programme: Word roots, suffixes and prefixes.</p> <p>In 2019-20 – to include more emphasis on the AWL, as well as guided reading within specific subject areas.</p> <p>Key recommendations from EEF Guidance Report on Improving Literacy in Secondary schools:</p>	<p>All teachers are teachers of communication.</p> <p>Competency in communication is required to access the wider curriculum.</p> <p>Key findings from Alex Quigley's work:</p> <ul style="list-style-type: none"> Alongside socio-economic factors, vocabulary is one of the significant factors proved relevant to children achieving Standard / Strong pass in maths and English. The % of words known in a text to ensure comprehension is 95% Children with reading difficulties who were exposed to explicit vocabulary teaching benefitted 3 times as much as those who were not. 	<p>INSET delivered by specialist staff.</p> <p>SLT drop-ins (including tutor times) and appraisal observations.</p> <p>Routine monitoring of exercise books to ensure communication and academic vocabulary is explicitly taught and literacy code is applied when marking.</p> <p>Discrete section on Communication on both SIP and DIPs.</p> <p>Research and Development Group to trial effective strategies for promotion and understanding of academic word list. To include visits to other schools to research best practice.</p>	<p>Head Teacher</p> <p>SLT</p> <p>Literacy Coordinator</p> <p>HoDs</p>	<p>Termly reviews – Start of Spring / Summer Terms</p>

<p>definitions</p> <p>Fostering 'word consciousness' in our pupils (and staff)</p>	<p>Disciplinary literacy</p> <p>Combining writing instruction with reading in every subject</p> <p>Providing more opportunities for structured talk – part of 2019-20 work on meta curriculum</p>	<p>Cultural capital = word power. Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment in later schooling and of success in life (Save the Children, 2016; Parsons & Schon, 2011)</p>	<p>Explicit links to appraisal targets for 2018-19.</p>		
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Improved numeracy results: Years 7-11	<p>Analysis of results on GCSE papers linked to numerical content – mainly Science, PE and geography.</p> <p>GG, PE and Science numerical content to be covered in Maths Study Plus / Menglish to be overseen by Lead Practitioner in Maths when she returns from maternity leave Feb 2020</p> <p>Explore the possibility of cross-curricular GCSE intervention sessions (i.e. maths / science)</p>	<p>All teachers are teachers of numeracy.</p> <p>Competency in numeracy is required to access the wider curriculum.</p>	<p>Delivered by specialist staff.</p> <p>SLT drop-ins and appraisal observations.</p> <p>Routine monitoring of exercise books to ensure numeracy is explicitly taught and numeracy code is applied when marking.</p> <p>Tracking data for Year 10 exam papers and Year 11 mocks show improvement in marks awarded for numerical content. `</p>	<p>Lead Practitioner for maths (ESW)</p> <p>HOD / subject teachers: Science, Geography, PE, Computer science.</p>	Termly reviews – Start of Spring / Summer Terms
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	Numeracy explicitly taught in Year 9 Science SOW unit - now in second year.				
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2) Targeted support (classroom based?)

Most of the strategies listed below have been used at PGHS as part of our day-to-day practice. All have had a demonstrable impact on the majority of our disadvantaged pupils. Most are based on two of the most effective ways of supporting disadvantaged pupils' achievement according to NFER research. These are:

- Meeting individual learning needs – 'schools provide individual support for specific learning needs and group support for pupils with similar needs'*
- Deploying staff effectively by using best teachers to work with pupils who need most support and training assistants to support pupils' learning - using our best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning*

The process for identifying pupils for additional intervention is data driven and responsive to on-going evidence through robust assessment systems.

We will ensure that we use achievement data frequently to check whether interventions or techniques are working and will make adjustments accordingly. We will avoid using data retrospectively to see if something HAD worked.

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved literacy results for pupils in years 7-9. Pupils selected for intervention: Yrs 7 and 8: entered below 90 KS2 SAT. Yrs 9: Below level 4 in English	Indirect Dyslexia Programme – Group Support Breakfast Club.	Programme has been in place for past 8 years with a very high success rate. On average, reading / spelling age is improved by at least 1 year.	Group Support and Breakfast Club review. Group Support department meetings. Catch-up report – Analysis of reading age data.	BWA / SBE / SPA /CWO	Termly review and update. Calendared termly.
Pupils with specific educational needs. At risk of not making at least expected	Year 7 to 9 Form time reading programme	Students are given the opportunity to read for pleasure weekly - EEF Reciprocal Reading Programme suggests that at KS2 students benefit from Active reading strategies,	Form time drop ins		Termly All students participate in a Book Week quiz

progress in English by the end of Y9		the opportunity to read for pleasure and the opportunity to read aloud.			
	<p>Accelerated Reader – Group Support, Accelerated Learning (AL) and English Lessons.</p> <p>Y7 AL: Accelerated Reader</p> <p>Y8 / 9 AL: Step-up in English AQA Entry Level Specification</p>	EEF efficiency trial indicated that using AR with pupils who did not achieve a Level 4 at the end of KS2 had a positive impact on all pupils by 3 months over an academic year. EEF also says that reading comprehension strategies have moderate impact for very low cost based on extensive evidence.	<p>Effective monitoring of Star tests to ensure expected progress. Agreed interventions for pupils who fail to progress.</p> <p>SISRA updated to allow more accurate tracking of pupil progress through sub-grades.</p> <p>Produce reports to show impact of AR each half term for PP with a laser focus on PP pupils below L4/<90.</p> <p>Revise list and use alternative approaches for students who are not making sufficient accelerated progress from strategy.</p>	BWA / CWO / SBE / SPA	<p>Termly monitoring reviews.</p> <p>Termly Star Tests</p> <p>Intervention Plans</p> <p>Y9: AQA Entry Level English results</p>

Improved literacy results: Years 10 and 11	English Study Plus – delivered by experienced teachers	Identified pupils at risk of not making expected progress choose English Study Plus as an option at GCSE. Delivered by experienced teachers, the course aims to consolidate critical literacy skills throughout Years 10 and 11.	Best teachers are allocated to Study Plus. Quality of teaching monitored through SLT drop-ins, appraisal observations and work scrutinies. Tracking data and regular assessments monitored rigorously through school's QA systems. Fortnightly feedback on the PP cohort of study plus to ensure they are making progress from this extra-curricular time.	CWO	After each Monitor and Full Reports. Year 10 exams / Year 11 Mocks. Work scrutiny/drop in/pupil voice
	SOL in place that complements, rather than repeats, the English SOL and has a focus on essential literacy skills	Focus on key literacy skills. Maintain engagement by students – clearly defined and separate units of work focused on promoting skills development and maintaining interest levels.	As above		
	Small group withdrawal delivered by subject specialist teachers	Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support) during form time, lunchtimes and after school. Small group tuition has moderate impact for moderate cost. They say that small group	Review English bucket list and select PP pupils – identify particular AO issues, devise a programme to address these needs – retest specific AO that has been targeted; use of MRI to suggest further action; fortnightly feedback of	SHA / CWO	After each data collection (monitor and Full report) and exams – Year 10 and Year 11 Mocks.

		<p>tuition is effective and the smaller the better. These sessions focus on mastery of key skills. EEF states that mastery learning has moderate impact for very low cost based on moderate evidence. Lower attaining pupils may gain more from this strategy than high attaining pupils, by as much as on or two months' progress.</p>	<p>'English Bucket' list.</p> <p>Review of mock exams to identify areas / AO's where PP pupils fail to perform.</p> <p>Small group withdrawal to take place during year 11 time as on timetable.</p>		
	Form time literacy programme	<p>Activities designed to ensure mastery of the basics required to access GCSE courses. EEF endorses mastery techniques – moderate impact for very low cost. Particularly effective in very small groups of lower attaining pupils.</p>	<p>Regular and detailed monitoring following attendance at specialist sessions</p> <p>Pupil voice feedback to gauge engagement and progress</p> <p>Review of mock papers to assess the success of 'read and retrieve' strategies covered in form time.</p>	CWO / SHA	Termly
Improved literacy results: All years	Specialist English Teaching Assistant	<p>Qualified English specialist – assigned to all lower ability English and English Study Plus classes. Also used for small group withdrawal during form time. EEF states that such support can have a positive benefit of between 3-5 months progress on average if TAs have</p>	<p>Pupils identified for small group support to focus on PP cohort. TA to have access to fortnightly feedback and focus on AO's which require further mastery.</p> <p>Regular assessment of AO's to take place to assess</p>		Termly

		been well-trained and supported. This is in place.	<p>progress and impact of withdrawal. CWO to oversee reports and progress – fortnightly feedback available for SHA / KPO.</p> <p>TA in addition to be utilised to deliver catch up sessions for work missed due to PP pupil absence. Progress with these pupils analysed and fed into fortnightly feedback.</p>		
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2) Targeted support

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved numeracy results: Years 7-9	<p>AQA Entry Level Mathematics specification to be followed.</p> <p>Autumn Term 2</p> <p>Spring Term 2</p> <p>Summer Term 2</p>	Extra core skills class taken rather than a second Modern Foreign Language. Aims to ensure mastery of basics needed to access curriculum.	<p>SBE to provide differentiated SMART lessons and materials to all teaching staff.</p> <p>Use of Method Maths to extend the more able in year 9.</p> <p>Review of monitoring Maths data after each monitoring milestone.</p> <p>Annual evaluation of impact.</p> <p>Catch-up annual report</p>	BWA / SBE / SPA	<p>Termly</p> <p>Y9: AQA Entry Level Mathematics Results</p>
	Breakfast Club	<p>Autumn Term 2 – ongoing on Wednesday mornings</p> <p>Weekly numeracy session for identified pupils using Maths Watch software.</p>	<p>SBE to set up personalised individual Maths Watch tasks based on question level analysis from the Autumn Term assessments.</p> <p>Register of regular attendance.</p>	SBE / DEM	<p>Updated weekly.</p> <p>Termly reviews for Spring Term 1 and Summer Term 1</p>

Improved numeracy results: Years 10 and 11	Maths Study Plus – delivered by specialist teachers.	<p>Identified pupils at risk of not making expected progress choose Maths Study Plus as an option at GCSE. Delivered by an experienced teacher, the course aims to consolidate critical numeracy skills throughout Years 10 and 11.</p> <p>AQA Entry Level Certification in Mathematics to be piloted with year 10 Study Plus pupils</p>	Best teachers are allocated to Study Plus. Quality of teaching monitored through SLT drop-ins, appraisal observations and work scrutiny. Tracking data and regular assessments monitored rigorously through school's QA systems.	SWS / SBE	<p>After each data collection exams (Yr 10 and Yr 11 mocks)</p> <p>AQA Entry Level Mathematics Results</p> <p>Edexcel Functional Skills Mathematics results at level 1 and level 2</p>
	Small group withdrawal delivered by subject specialist teachers / teaching assistant	<p>Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support) during form time, lunchtimes and after school. These sessions focus on mastery of key skills. EEF states that mastery learning has moderate impact for very low cost based on moderate evidence. Lower attaining pupils may gain more from this strategy than high attaining pupils by as much as one- or two-months' progress.</p>	<p>Regular and detailed monitoring following attendance at specialist sessions.</p> <p>Analysis of half term assessments and mock examinations to identify 5 key areas for improvement on a child-to-child basis. Areas for improvement to be built into class starters and highlighted as key areas for TA support. Re-assess skills in follow-up assessments to ensure improvement in these areas and identify 5 more.</p> <p>Establish a specific excel file on a question by question analysis solely for disadvantaged pupils and</p>	SWS / ESW	<p>Monitoring data on a termly basis.</p> <p>Formal assessment records.</p>

			<p>use the results to inform revision topics at weekly revision sessions delivered by specialist staff.</p> <p>Intervention attendance to be recorded and monitored on SIMS.</p> <p>Revision folders to be established and updated by the teaching staff.</p>		
Improved numeracy results: All years	Specialist Maths Teaching Assistant	<p>Qualified maths specialist – assigned to all lower ability maths and Maths Study Plus classes. Also used for small group withdrawal during form time. EEF states that such support can have a positive benefit of between 3-5 months progress on average if TAs have been well-trained and supported this is in place.</p>	<p>Regular and detailed monitoring following attendance at specialist sessions</p> <p>TAs to be trained in the consistent approaches used by the maths department.</p> <p>Allow TAs to team teach so that joint planning will raise subject knowledge and embed teaching for understanding.</p> <p>TAs to attend the start of department meetings where discussions around teaching consistently for identified topics are decided and agreed.</p>	SWS	Half-termly

			Establish a folder containing agreed teaching methods for identified topics. These will be uploaded at every department meeting.		
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3) Other approaches					
Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved attendance rates	<p>Review attendance procedures to emphasise the importance of early interventions. Embed tracking and recording procedures to ensure early interventions are targeted and effective.</p> <p>Pack of missed work home from the day of the absence for Yr 11 PP parents</p>	Rationale – National research and school-based data suggest that attendance interventions aimed at students with declining attendance are more effective than actions aimed at improving attendance amongst persistently absent pupils where the ‘taboo’ of being away from school has been broken.	Weekly attendance meetings to review pupil specific figures. RACs provided with weekly attendance figures for students in their year groups. Tracker spreadsheet used to monitor all attendance related interventions. Impact of targets to be assessed.	BWA/RACs	Impact will be monitored through dashboards, Governors’ Attendance Reports, RACs termly reports and the Headteacher’s Report.
Improved attendance rates	AIW procedures to be reviewed and refined to ensure all appropriate actions are taken to increase the attendance of persistently absent PP pupils. Introduce new procedures for recording and reporting pupils who have prolonged periods of unauthorised absence.	We can’t improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Internal school data shows that pupils who are persistently absent fail to achieve positive progress scores in their GCSE.	<p>Weekly attendance meeting held (BWA, LRI and SPA) to identify target students.</p> <p>Attendance levels for all disadvantage pupils are prioritised, checked and acted upon. Systems are in place to make early identification of issue & need.</p> <p>Attendance tracker maintained to ease the</p>	BWA/AIW/RACs	<p>Weekly Attendance meetings held.</p> <p>Termly governors’ attendance reports.</p> <p>AIW appraisal reviews.</p> <p>Dashboards – weekly, whole school and year group.</p> <p>Attendance Tracker.</p>

			monitoring of all attendance actions.		
	Governors attendance panels	Rationale – To raise the importance of attendance. The main purpose of the exercise is having a 'challenging conversation' to ensure pupils understand the impact of regular absence.	Pupils identified on a termly basis using up-to-date attendance data. AIW to closely monitor attendance following a panel meeting.	JRA / BWA / AIW / LRH . CCO	Weekly Attendance meetings held. Termly governors' attendance reports.
	New post of Persistent Absence Champion.	Rationale – The quicker the response the greater its impact. This new role has been created to ensure students with poor attendance have face-to-face contact on a regular basis. The post holder will build-up a relationship with both the pupil and their parents. Repeatedly enforcing the importance of good attendance.	Weekly review meetings. Actions recorded on the interventions tracker. A reduced number of PP students being persistently absent.	BWA/CCO	Weekly PA meetings. Termly governors' attendance reports with a PA Champion component.
	The Haven	Rationale – Unit created to better support pupils who have poor physical or emotional well-being or a disability.	Inclusion tracker spreadsheet Inclusion spaces spreadsheet.	BWA / JRA / AWA (PSW)	Termly governors' Inclusion report. Termly governors Attendance report.

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.	Rationale – fulfil NC requirements and accountability measures, balanced against the needs of students, especially those from disadvantaged backgrounds, ensuring they able to gain suitable qualifications and employability.	SLT lead engages in extensive research prior to producing a curriculum model which goes through a process of peer review and consultation with all stakeholders, including staff, governors and students.	JRA & SLT	Annually
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3) Other approaches

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
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.	<p>EEF has very limited evidence on evidence of impact. Critically, they state that first evidence suggests that most young people have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist, and the knowledge and skills required to achieve them. Therefore, it is important for schools to focus on raising attainment.</p> <p>Ofsted 2013 Report on effective use of PP funding endorses strong careers, advice and guidance.</p>	<p>Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils.</p> <p>PP students are prioritised for Careers advice from the Careers Advisor. They are prioritised for follow up appointments to ensure that they have a clear pathway and are unlikely to become NEET post-16.</p> <p>Pupils also receive a wide range of preparation activities for future life, including work-related learning activities, careers fairs, post-16 information sessions and outside careers events. This ensures disadvantaged pupils can make informed decision about their courses and choices and be very well prepared for their future lives beyond 16.</p>	JRA	<p>Half-termly with Vic Ficorilli and School Careers Advisor, Shaheen Gul.</p> <p>Termly report to SLT & Governors.</p>

	<p>PPMentoring – Identified pupils based on progress and attitude. Termly calendar of activities.</p> <p>Activities include:</p> <p>Revision resources box for YR 11</p>	<p>EEF – programmes that have a clear structure and expectations are associated with more successful outcomes. Works best when there are successful mentor pairings.</p>	<p>Regular liaison with mentors to measure impact of support.</p> <p>Review of academic performance of students being mentored.</p>	SIB	<p>Termly monitoring reports.</p> <p>Outcomes summer 2019.</p> <p>Attendance Data.</p> <p>CPOMs behaviour reports.</p>
	Inclusion / Alternative provision	<p>Where students are at risk of permanent exclusion or are jeopardising the education of their peers, alternative arrangements will be made for their education, off-site. Equally, alternative educational provision will be made for students whose health prevents them from attending the school. Evidence from the DfE regarding the destinations of students post-16 clearly indicates that those accessing alternative provision are statistically most likely to be a</p>	<p>JRA has established close working relationships with main providers of alternative provision:</p> <ul style="list-style-type: none"> • Preston's College • Shaftesbury High School • Lancashire Education Medical Service. <p>Regular monitoring visits are carried out in addition to requesting termly progress reports.</p>	JRA	<p>Termly monitoring (in line with school ARR schedule).</p> <p>RACs to report on AP cohort within RAC Monitoring Report.</p> <p>JRA to report to SLT on a termly basis.</p>

		future NEET.			
	Enterprise activities: (Community Studies course, apprenticeship fairs, mock interviews)	The Gatsby Foundation's report, entitled ' <i>Good Career Guidance</i> ' (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.	<p>The PGHS Futures Programme will be advertised and communicated to all students and parents, with specific events being targeted at the disadvantaged cohort e.g. apprenticeship fairs and university tasters.</p> <p>Disadvantaged students will be targeted for additional support sessions offered by the local post-16 providers e.g. college application drop-in and advice sessions.</p>	JRA & Shamim Khan (Careers Advisor)	<p>Data regarding aspirations and future e.g. apprenticeship applications and college applications will be reviewed half-termly with the Careers Advisor, Shamim Khan.</p> <p>Destinations data will be analysed for this cohort in September each year.</p>
	<p>Monitoring of attendance at Parents' evenings.</p> <p>Attempts made to arrange alternative visits with absent parents.</p>	EEF: Moderate impact for moderate cost. Based on moderate evidence. Parental involvement is consistently associated with pupils' success at school.	<p>Attendance at Parents' Evenings and other events tracked and regularly reviewed by RACs and SLT Pastoral and Progress.</p> <p>Data used as an indicator of likelihood of underachievement and used to inform the use of additional interventions.</p>	JRA / BWA / RACs	Termly review of provision.

<p>Raised levels of parental support and increased exposure to positive role models.</p>	<p>Parents' Information Evenings</p>	<p>EEF: Moderate impact for moderate cost. Based on moderate evidence. Parental involvement is consistently associated with pupils' success at school.</p>	<p>Events will be calendared and advertised in a variety of formats.</p> <p>Review the use of home visits for attendance and behaviour issues.</p>	<p>JRA & appropriate staff</p>	<p>Termly review of provision and engagement levels.</p> <p>Attendance at Parents' Evening.</p>
	<p>Parent Council</p>	<p>Parent Council UK presented research in 2016 which stated that 'engaging hard to reach parents has a disproportionately positive effect on student learning and student achievement.'</p>	<p>Parents of students in the disadvantaged cohort will be specifically targeted to ensure participation.</p>		<p>Parent questionnaires and surveys to ascertain suitability and quality of provision.</p>
	<p>Class Charts</p>	<p>Real time reporting system offered by Class Charts has been enthusiastically received by all stakeholders, particularly parents (Parent Council minutes, September 2019).</p>	<p>PP students are regularly flagged up to teachers during briefings and meetings to ensure that they are being routinely recognised and rewarded with positive points.</p>		<p>Analysis of PP achievement and rewards using Class Charts data.</p>
	<p>Regular e-mail contact with direction to remote-learning software with attached student log-ins</p>		<p>The parents of PP students are prioritised by the Office team and pastoral staff to ensure that they have logged in and have access to Class Charts via a SMART device.</p>		<p>Analysis of PP parent's usage of Class Charts.</p>

Desired outcome	Chosen action/ support	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
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.	<p>Increase opportunity and participation in school / curriculum related visits and trips for PP pupils.</p> <p>Provide financial assistance to individual pupils where there is considerable hardship within the family to improve rates of participation.</p> <p>Track and measure participation rates over time of Disadvantaged students in educational visits and extra-curricular activities, reporting termly to SLT and PP Coordinator.</p> <p>Encourage greater participation of Disadvantaged students in educational visits, through the use of agreed School protocols regarding visits e.g.</p> <ol style="list-style-type: none"> 1. Advertising visits long in advance wherever 	<p>The authors of the Effective Pre-school, Primary and Secondary Education (3-16) project report (2014) commissioned by the DfE, concluded that 'the current capacity of students' families to support academic 'enrichment activities' had significant effects on total GCSE scores and on social-behavioural outcomes. Enrichment activities such as independent reading or being taken on educational visits outside the school predicted better mental well-being and 'improvements' from KS3 to KS4 for self-regulation and pro-social behaviour, reductions in hyperactivity and anti-social behaviour, and higher academic attainment and progress.</p> <p>Tracking of Disadvantaged pupils on Evolve system highlights low participation rates for certain pupils. This may be due to factors such as lack of engagement or</p>	<p>Monitor termly participation of PP pupils and target those currently with the lowest rates to ensure fairness and parity of opportunity.</p> <p>Insist all pupils participated in trips are recorded on the Evolve system.</p> <p>Raise awareness of staff to PP pupils involved in trips.</p> <p>Form template for tracking PP involvement.</p>	<p>SHE / SIB / SHA</p> <p>All Staff</p>	<p>Termly analysis using Evolve records.</p> <p>Monitor and track involvement on Year Group Dashboard.</p>

	<p>possible, allowing parents to spread the cost and pay in installments via ParentPay.</p> <p>2. Ensuring that the parents of Disadvantaged students are made aware of educational visits, by making phone calls home or personalised mailings.</p>	financial restrictions.			
<p>Pupil Premium transients to perform in line with other pupils at PGHS.</p>	<p>Transient Champion to track and monitor the performance / attendance of transient PP pupils.</p> <p>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.</p> <p>Ensure accurate record keeping of transient pupils and ensure there is an</p>	Internal historic results suggest that the transient cohort make less progress in comparison with their peers.	<p>SIMS intervention / CPOMs to track support.</p> <p>Edukey portals</p> <p>Transient dashboard</p> <p>Actions part of CWO's appraisal targets</p>	SLT /CWO/SIB	<p>Attendance of transient PP cohort.</p> <p>SIMS / CPOMs intervention records.</p> <p>Progress data – termly monitoring.</p>

	open and honest transfer of information from a previous school so that we are fully aware of a students' needs (particularly regarding CP/safeguarding)				
	Identify from department exam reports the measures that worked with PP students and extend these to Transients.				
	Continue to run the "closing the gap" programme in the Summer term, using options that students have not elected to follow at GCSE. Ensure that material is delivered from all core subjects.				

5. Review of expenditure				
Previous Academic Year				
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
ii. Targeted support				
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
iii. Other approaches				
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

6. Additional detail

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

