

Pupil Premium Strategy Outcomes: Leek High School 2017/2018

1. Summary Information					
Academic Year	2017/18	Total PP budget	£65, 450	Date of most recent PP Review	September 2018
Total number of pupils	380	Number of pupils eligible for PP	96 (25.3%)	Date for next internal review of this strategy	September 2019

2. (a) Attainment Gaps					
Class of 2018	Pupil Premium	Non-Pupil Premium	GAP (2017)	GAP (2018)	
% 4+ English and Maths	30	62	42%	50%	↑
% 5+ English and Maths	17	33	87%	48%	↓
% 4+ English	36	55	37%	35%	=
% 5+ English	27	32	25%	16%	↓
% 4+ Maths	36	70	23%	49%	↑
% 5+ Maths	27	51	43%	45%	=
Attainment 8	26.3	40.6	32%	35%	=
Attainment 8 English	6.4	8.9	26%	29%	=
Attainment 8 Maths	5.6	9.0	27%	38%	↑

2. (b) Progress Gaps					
Class of 2018	Pupil Premium	Non-Pupil Premium	GAP (2017)	GAP (2018)	
Progress 8	-0.31	+0.04	-0.62	-0.35	↓
Progress English	-0.16	+0.07	-0.51	-0.23	↓
Progress Maths	+0.20	+0.73	-0.54	-0.53	=

REVIEW OF AREAS OF EXPENDITURE

Desired outcome	Chosen action / approach	Comment
<p>A. Narrow the gap in progress of PP students compared with non-PP students, particularly in English and maths.</p>	<p>Teachers know who the PP students are in their classes and are aware of their specific learning needs.</p> <p>PP students are clearly identified on seating plans.</p> <p>Equalise KS4 targets for PP students using RADY project principles.</p> <p>Ensure high-quality formative feedback is provided through regular priority marking of PP student work.</p> <p>Students are routinely required to respond to feedback from teachers.</p> <p>Teaching staff are accountable to subject leaders for progress and attainment of PP students in their classes.</p> <p>Progress and attainment for PP students is reviewed Subject Leaders and their line managers after each whole school data collection.</p> <p>Increase levels of parental engagement through regular direct communication with parents/carers of PP students.</p> <p>Interventions for PP students are in place and clearly recorded in SIMS after each whole school data collection.</p>	<p>Subject specific interventions for PP students were delivered through RISE (Reading, Intervention, Support and Extension).</p> <p>Literacy and numeracy interventions for PP students were delivered through RISE.</p> <p>PARS Connect seating plan software is in use with PP students identified for all classes.</p> <p>Quality and consistency of written feedback has been monitored through work sampling. Marking and feedback first for PP students has been identified as a continuing development priority in 2018-19.</p> <p>All KS4 PP students were assessed for access arrangements with adjustments fully in place for all students in summer 2018.</p> <p>Director of Student Outcomes was appointed within the Combined Leadership Group (CLG) to take strategic whole-school lead for PP student attainment and progress.</p> <p>Interventions (wave 1/2/3) are recorded after each data collection in whole staff meetings.</p> <p>The whole school progress gap narrowed in 2017-18. The progress gap for English also narrowed. The progress gap for maths remained the same although PP progress in maths improved from -0.25 to +0.30.</p>
<p>B. Provide support for PP students to complete work in class and at home.</p>	<p>Provide small group study support at lunchtimes and after school in the Inclusion Hub.</p> <p>Provide individual and small group support in for PP students during RISE.</p> <p>Provide in-class TA support.</p> <p>Provide homework club at lunchtime in the Inclusion Hub.</p>	<p>Homework support was provided by TAs for PP students in the Inclusion Hub throughout the year.</p> <p>Revision guides were provided for all KS4 subjects for PP students.</p> <p>In-class TA support was provided for PP students according to identified needs throughout the year.</p>
<p>C. Raise the overall literacy levels of PP students.</p>	<p>Provide Sixth Form reading mentor support in the Inclusion Hub during RISE.</p> <p>Provide TA individual reading support in the Inclusion Hub during RISE.</p> <p>Ensure that literacy activities form part of the regular RISE programme for all students.</p> <p>Ensure marking for literacy is consistent across the whole school.</p> <p>Provide in-class TA literacy support for identified students.</p> <p>Provide individual specialist dyslexia TA support for identified students.</p>	<p>Sixth form reading support was in place during RISE for Year 9 PP students throughout the year with additional TA support in the Inclusion Hub.</p> <p>RISE literacy activities and marking for literacy remain priorities for development in 2018-19.</p> <p>Specialist dyslexia TA support was in place throughout the year in new Dyslexia Support room.</p>

D. Raise the overall numeracy levels of PP students.	<p>Provide TA numeracy support in the Inclusion Hub during RISE (Sandwell maths programme)</p> <p>Provide in-class TA numeracy support for identified PP students.</p>	<p>TA numeracy support was delivered in the Inclusion Hub during RISE based on the Sandwell maths programme for targeted PP pupils throughout the year.</p> <p>In-class TA numeracy support for was provided for identified PP students based on assessment of needs.</p>
E. Improve the Behaviour for Learning (BfL) of PP students.	<p>Provide supplementary pastoral care for PP students through timely referral to appropriate outside agencies.</p> <p>Ensure that Heads of Year routinely review individual pastoral provision for PP students.</p>	<p>Student referrals to outside agencies now overseen by dedicated Family and Student Support Worker in the Inclusion Hub this is coordinated with HoY/SENCO through the Student Welfare Group (SWG).</p> <p>One PP student newly diagnosed as dyslexic in 2017-18.</p>
F. Improve the attendance of PP students and embed support systems for those pupils and families.	<p>Ensure that Attend EDC support a rigorous approach to attendance and punctuality working closely with the Family and Student Support Worker.</p> <p>Ensure that Attend EDC increase positive parental engagement on attendance issues through improved communication with parents.</p> <p>Continue to build positive relationships with parents/carers and extend the use of signposting to external agencies for support.</p>	<p>Attend EDC are supporting the Family and Student Support Worker to track attendance and put interventions in place for PP students who are set-up as a discreet tracking group.</p> <p>Signposting and support is now being provided by the Family and Student Support Worker and Assistant SENCO through the Inclusion Hub for parents/carers.</p> <p>The Inclusion Hub is now running regular parent/carer drop-in sessions.</p>
G. Raise the aspirations of PP students.	<p>Provide aspiration building opportunities for PP students through LEAP projects.</p> <p>Ensure that all PP students participate fully in visits/trips.</p> <p>Engage selected Year 9 PP students with the Prince's Trust Achieve Club LEAP project.</p> <p>Increase engagement of PP students with FE providers though participation in Higher Horizons events.</p> <p>Ensure that every PP student participates in a work experience placement as part of their LEAP programme or as an alternative curriculum arrangement.</p> <p>Support PP students with the purchase of school uniform and learning resources.</p>	<p>20% contribution to visits/trips remains place for all PP students and is very widely taken up by parents/carers with the active support and encouragement of staff.</p> <p>Higher Horizons events were run with PP students internally and externally, an extended programme of events is planned for 2018-19.</p> <p>Some participation of PP students in Work Experience took place but this needs to be extended in 2018-19.</p> <p>Construction course uniform was provided for PP students.</p> <p>Some support was given to parents of PP students with general school uniform.</p>
H. Provide focussed careers advice and guidance for PP students.	<p>Ensure PP students receive regular IAG.</p> <p>Provide work experience opportunities for PP students through short LEAP placements.</p> <p>Provide work experience opportunities for selected PP students through extended placements.</p> <p>Provide careers information for PP students through additional trips/visits.</p>	<p>All Year 11 PP students received individual advice and guidance from Entrust school-based Careers Advisor</p> <p>There are no NEET PP students currently reported in for 2017-18.</p> <p>Part time college placement was used for two Y11 PP students.</p> <p>Full-time alternative provision was used for one Year 11 student (also LAC).</p> <p>Part time work experience placement was used for two Year 11 PP students.</p> <p>DART part-time vocational college provision for one Year 10 student.</p>