

Pupil Premium Strategy Statement: Leek High School 2018/2019



1. Summary information					
Academic Year	2018/19	Total PP budget	£83, 215	Date of most recent PP Review	September 2018
Total number of pupils	397	Number of pupils eligible for PP	100 (25.2%)	Date for next internal review of this strategy	September 2019

2. (a) Current attainment			
<i>Class of 2018</i>	Pupil Premium	Non-Pupil Premium	GAP
% 4+ English and Maths	30.4	61.7	50%
% 5+ English and Maths	17.4	33.3	48%
% 4+ English	36.3	55.3	35%
% 5+ English	27.2	32.0	16%
% 4+ Maths	36.36	70.37	49%
% 5+ Maths	27.27	50.62	45%
Attainment 8	26.26	40.59	35%
Attainment 8 English	6.35	8.91	29%
Attainment 8 Maths	5.57	9.01	38%

2. (b) Current progress			
<i>Class of 2018</i>	Pupil Premium	Non-Pupil Premium	GAP
Progress 8	-0.31	+0.04	-0.35
Progress English	-0.16	+0.07	-0.23
Progress Maths	+0.20	+0.73	-0.53

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

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

A.	Some PP students achieve less well than non-PP students in English and maths
B.	Some PP students require additional support to complete work in class and at home.
C.	Some PP students have lower overall levels of literacy than non-PP students.
D.	Some PP students have lower overall levels of numeracy than non-PP students.
E.	Some PP students demonstrate poor behaviour for learning compared with non-PP students.

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

C.	Some PP students attend school less well than non-PP students.
D.	Some PP students live in deprived areas of the school catchment where unemployment is high.
E.	Some PP students come from homes where career expectations and aspirations are low.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Narrow the gap in progress of PP students compared with non-PP students, particularly in English and maths.	PP students make as much progress in English and maths as 'other' pupils nationally.
B.	Support PP students to complete work in class and at home.	PP students can complete work with increasing levels of independence.
C.	Raise the overall literacy levels of PP students.	Literacy levels of PP students are in line with age related expectations.
D.	Raise the overall numeracy levels of PP students.	Numeracy levels of PP students are in line with age related expectations.
E.	Provide PP students with additional pastoral care, support and guidance needed to improve their behaviour for learning.	Reduced number of behaviour incidents for PP students and more engagement with the rewards system recorded on PARS.
F.	Improve the attendance of PP students.	Reduce the number of persistent absentees among PP students. Overall attendance for this group of pupils to improve to 96%.
G.	Raise the aspirations of PP students.	Increased number of PP students retained post-16 and applying for higher education at the end of Year 13.
H.	Provide focussed careers advice and guidance for PP students.	Career pathway identified for all PP students post-16.

5. Planned actions/approaches using 2018/19 funding

Desired outcome	Chosen action/approach	Evidence and rationale for this action/approach	How this will be monitored	Lead staff	Frequency of review
A. Narrow the gap in progress of PP students compared with non-PP students, particularly in English and maths.	<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>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>Interventions for PP students are in place and clearly recorded in SIMS after each whole school data collection.</p>	<p>Progress 8 for PP Students in 2017-18 was - 0.35 against +0.04 for non-PP students.</p> <p>The Sutton Trust Report indicates that quality first teaching is the key to raising progress and attainment for PP students.</p> <p>The EEF toolkit suggests that high quality feedback is one of the most effective ways to improve attainment and progress. This also raises the aspirations of students and develops resilience and independence.</p>	<p>Whole school and department monitoring.</p> <p>Department and whole school work scrutiny.</p> <p>CPDT.</p> <p>Data analysis.</p> <p>Self-review systems at whole school and subject level.</p> <p>Use of staff intervention meetings.</p>	<p>CLG</p> <p>HoY</p> <p>Core Subject Leaders</p> <p>Director of Student Outcomes</p>	Termly
B. Provide support for PP students to complete work in class and at home.	<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>The Sutton Trust Report indicates that small group and individual support is effective.</p> <p>Analysis of behaviour referrals for non-completion of work indicates that many PP students would benefit from additional support.</p> <p>Learning Mentor support for PP students has been effective in improving outcomes.</p>	<p>Monitoring attendance at study support sessions in the Inclusion Hub.</p> <p>Monitoring attendance to RISE intervention sessions.</p> <p>Analysis of behaviour referrals for non-completion of homework and/or classwork.</p>	<p>Director of Student Outcomes</p> <p>SENCO</p> <p>Assistant SENCO</p> <p>Assistant TA</p> <p>Facilitator (Numeracy)</p> <p>SWG</p>	Weekly with half term review

<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 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>Reading age test scores consistently fall below those of their peers for most PP students.</p> <p>The progress gap for English in 2017/18 was - 0.23</p> <p>The demands of revised GCSE specifications require a much greater level of literacy for all students.</p>	<p>Regular testing of PP reading ages.</p> <p>Use of the TA support for selected PP students.</p> <p>Monitoring attendance to RISE reading support sessions.</p> <p>Monitoring attendance to specialist dyslexia TA support sessions.</p> <p>Work scrutiny for PP students.</p>	<p>SENCO</p> <p>Assistant SENCO</p> <p>Director for Core Progress (English and Literacy)</p> <p>Whole School Literacy coordinator</p> <p>Director of Student Outcomes</p> <p>Subject Leaders</p> <p>CLG</p>	<p>Termly</p>
<p>D. Raise the overall numeracy levels of PP students.</p>	<p>Provide TA numeracy support in the Learning during RISE (Sandwell maths programme)</p> <p>Provide in-class TA numeracy support for identified PP students.</p>	<p>Maths test scores (e.g. Sandwell) consistently fall below those of their peers for most PP students.</p> <p>The progress gap for maths in 2017/18 was - 0.53</p>	<p>Monitoring attendance to numeracy support.</p> <p>Maths work scrutiny for PP students.</p>	<p>Director of Student Outcomes</p> <p>Assistant TA Facilitator (Numeracy)</p> <p>SENCO</p> <p>Assistant SENCO</p> <p>Director for Core Progress (Maths and Numeracy)</p>	<p>Half termly</p>
<p>E. Improve Behaviour for Learning of PP students.</p>	<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>Analysis of behaviour and attendance data for PP students indicates that some would benefit from additional support.</p> <p>Outcomes from referrals to external agencies indicate positive outcomes.</p>	<p>Monitoring through SWG and CLG meetings.</p> <p>Minutes of SWG.</p> <p>Minutes of CLG.</p> <p>Monitoring external agency referral outcomes.</p>	<p>Director of Student Outcomes</p> <p>SWG</p> <p>Family and Student Support Worker</p>	<p>Half termly.</p>

<p>F. Improve the attendance of PP students and embed support systems for those pupils and families.</p>	<p>Attend EDC supporting a rigorous approach to attendance and punctuality.</p> <p>Attend EDC increasing positive parental engagement 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>EEF research supports that positive, consistent attendance promotes learning and a higher chance of achieving more highly.</p>	<p>Close monitoring of attendance/PA for PP students.</p> <p>Referral to attend EDC.</p> <p>More emphasis placed on the importance of good attendance across the school.</p> <p>Celebration of good attendance through prizes, certificates and communication with parents.</p>	<p>Director of Student Outcomes</p> <p>Family and Student Support Worker</p> <p>SWG</p> <p>HOY</p> <p>Form Tutors</p>	<p>Half Termly</p>
<p>G. Raise the aspirations of PP students.</p>	<p>Provide aspiration building opportunities for PP students through LEAP projects and trips/visits.</p> <p>Ensure that all PP students can 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/HE/Employers through Higher Horizons programme and Careers Hub.</p> <p>Support PP students with the purchase of school uniform and learning resources.</p>	<p>Providing pupils with opportunities that they may not usually have will serve to raise aspirations.</p> <p>Evidence from the EEF suggests that support to develop self-control, social skills, motivation, and resilience may be particularly important for children from disadvantaged backgrounds.</p>	<p>Monitoring student participation and engagement.</p> <p>Monitoring engagement of PP students with Higher Horizons events.</p> <p>HoY PP student equipment and uniform checks.</p>	<p>Director of Student Outcomes</p> <p>Director of Student Engagement</p> <p>SWG</p> <p>HOY</p> <p>Subject Leaders</p>	<p>Termly</p>
<p>H. Provide focussed careers advice and guidance for PP students.</p>	<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>DfE research shows that PP students, particularly the most able, do not receive appropriate careers advice and guidance leading to low career aspiration.</p>	<p>Monitoring attendance of PP students to meet Careers advisor.</p> <p>HoY feedback to SWG on PP students taking short or extended work experience placements.</p> <p>SWG to coordinate additional trips/visits for PP students.</p>	<p>Director of Careers, Business and Enterprise</p> <p>SWG</p> <p>HoY</p>	<p>Termly</p>