

Pupil Premium Strategy Outcomes: Leek High School 2018/2019

1. Summary Information					
Academic Year	2018/19	Total PP budget	£83, 215	Date of most recent PP Review	September 2019
Total number of pupils	375	Number of pupils eligible for PP	105 (28%)	Date for next internal review of this strategy	September 2020

2. (a) Attainment Gaps (Non AP cohort taught on site – 84 students)				
<i>Class of 2019</i>	Pupil Premium	Non-Pupil Premium	GAP (2018)	GAP (2019)
% 4+ English and Maths	15.00	65.60	50%	77%
% 5+ English and Maths	5.00	34.4	48%	85%
% 4+ English	75.00	79.70	35%	6%
% 5+ English	45.00	54.70	16%	18%
% 4+ Maths	22.22	75.00	49%	70%
% 5+ Maths	11.11	39.00	45%	72%
Attainment 8	23.98	42.68	35%	44%
Attainment 8 English	5.75	9.16	29%	37%
Attainment 8 Maths	5.10	9.38	38%	46%

2. (b) Progress Gaps (Non AP cohort taught on site – 84 students)				
<i>Class of 2019</i>	Pupil Premium	Non-Pupil Premium	GAP (2018)	GAP (2019)
Progress 8	-1.00	0.01	-0.35	-1.01
Progress English	-0.34	0.24	-0.23	-0.58
Progress Maths	-0.68	0.41	-0.53	-1.09

2. (a) Attainment Gaps (Full cohort – 90 students)				
<i>Class of 2019</i>	Pupil Premium	Non-Pupil Premium	GAP (2018)	GAP (2019)
% 4+ English and Maths	12.50	63.60	50%	80%
% 5+ English and Maths	4.17	33.30	48%	87%
% 4+ English	70.80	77.30	35%	8%
% 5+ English	45.80	51.50	16%	11%
% 4+ Maths	21.10	73.90	49%	71%
% 5+ Maths	10.50	38.50	45%	72%
Attainment 8	20.35	41.44	35%	51%
Attainment 8 English	4.92	8.89	29%	45%
Attainment 8 Maths	4.33	9.12	38%	52%

2. (b) Progress Gaps (Full – 90 students)				
<i>Class of 2019</i>	Pupil Premium	Non-Pupil Premium	GAP (2018)	GAP (2019)
Progress 8	-1.40	-0.11	-0.35	-1.29
Progress English	-0.19	0.12	-0.23	-0.31
Progress Maths	-0.79	0.41	-0.53	-1.20

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>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>Although PP students are clearly identified in SMID and department level tracking systems further consistency of approach to this is required across departments.</p> <p>Written feedback has been monitored through work sampling. There is some variability of quality within and across subject areas. 'PP first' marking and feedback remains a development priority for 2019-20. Outstanding practice in some subjects, identified by Ofsted January 2019, needs to be shared and developed more widely.</p> <p>All KS4 PP students were assessed for access arrangements with adjustments fully in place for all students in summer 2019.</p> <p>Interventions (wave 1/2/3) are recorded after each whole school data collection in calendared intervention meetings the impact of these interventions needs to be routinely and critically evaluated after each assessment moving forward.</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 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>Individual study support for SEND PP students was provided at lunchtimes in the Inclusion Hub; this needs to be extended to include non-SEND PP students.</p> <p>Individual and small group support for targeted SEND PP students was provided during RISE by TAs in the Inclusion Hub throughout the year; this needs to be extended to include non-SEND PP students.</p> <p>In-class TA support was provided for PP students 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 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 a limited number of Year 9 PP students throughout the year with additional TA support in the Inclusion Hub.</p> <p>Routine marking for literacy is not yet consistent across the school although there is now much improved practice in some subjects.</p> <p>Individual reading support was provided by TA during RISE in the Inclusion Hub for targeted students throughout the year and during lessons.</p> <p>Specialist dyslexia TA support was in place throughout the year in the Dyslexia Support room.</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>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.</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</p>	<p>Behaviour referral, including the use of outside agencies, coordinated by the Student and Family Support Worker through the Incision Hub is now well established. Heads of Year routinely review individual students through weekly Student Welfare Group (SWG) meetings.</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>Attend EDC have continued to support with attendance focussing on home visits and attendance clinics for student causing concern. Prosecution notices have been used for parents/carers that consistently refuse to take our support and engage with the school.</p> <p>Parents are encouraged to visit the Inclusion Hub for support through weekly coffee mornings, where signposting to external agencies often takes place.</p> <p>Moving forward, form tutors must take a more proactive role with students on attendance to ensure early intervention is our most effective strategy.</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>Targeted Year 9 and Year 10 students participated in the Stoke City raising aspirations project during LEAP throughout the year.</p> <p>PP students receive a 20% discount for all trips/visits and additional support wherever this is needed.</p> <p>The Prince's Trust Achieve Club LEAP project did not run having been replaced with the Stoke City project.</p> <p>Students attended a range of Higher Horizons programme events both outside and inside school throughout the year, including residential university weekend visits.</p> <p>All PP students receive study guides free of charge in Key Stage 4, support with uniform is provided by request on an individual basis. Construction course uniform was provided for all PP students.</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>All PP students in Year 10 participated in Work Experience during the summer term.</p> <p>Work experience opportunities were also provided for some selected PP students through LEAP.</p> <p>Extended work experience was provided for selected Year 11 disengaged PP students throughout the year.</p> <p>Careers information was provided for all Year 11 students through individual interviews with an independent careers advisor. Careers information was also provided through work place visits and assemblies for specific year groups, all of which included PP students.</p>
<p>Total Budgeted Cost</p>		<p>£83, 215</p>