

# Pupil Premium Strategy Statement: Leek High School 2019/2020



1. Summary information					
Academic Year	2019/20	Total disadvantaged budget	£77,605	Date of most recent disadvantaged Review	September 2019
Total number of pupils	375	Number of pupils eligible for PP funding	96 (30%)	Date for next internal review of this strategy	September 2020

2. (a) Attainment Gaps (Non AP cohort taught on site – 84 students)				
Class of 2019	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)				
Class of 2019	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>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>GAP (2018)</b>	<b>GAP (2019)</b>
<b>% 4+ English and Maths</b>	12.50	63.60	50%	<b>80%</b>
<b>% 5+ English and Maths</b>	4.17	33.30	48%	<b>87%</b>
<b>% 4+ English</b>	70.80	77.30	35%	<b>8%</b>
<b>% 5+ English</b>	45.80	51.50	16%	<b>11%</b>
<b>% 4+ Maths</b>	21.10	73.90	49%	<b>71%</b>
<b>% 5+ Maths</b>	10.50	38.50	45%	<b>72%</b>
<b>Attainment 8</b>	20.35	41.44	35%	<b>51%</b>
<b>Attainment 8 English</b>	4.92	8.89	29%	<b>45%</b>
<b>Attainment 8 Maths</b>	4.33	9.12	38%	<b>52%</b>

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

### 3. Barriers to future attainment (for pupils eligible for disadvantaged)

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

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

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

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

<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Narrow the gap in progress of disadvantaged students compared with non-disadvantaged students, particularly in English and maths.	Gaps are closing towards disadvantaged students making as much progress in English and maths as 'other' pupils nationally.
<b>B.</b>	Provide additional pastoral and academic support for disadvantaged students.	Disadvantaged students are able to complete engage with learning with increasing levels of independence.
<b>C.</b>	Raise the overall literacy levels of disadvantaged students.	Literacy levels of disadvantaged students are moving in line with age related expectations.
<b>D.</b>	Raise the overall numeracy levels of disadvantaged students.	Numeracy levels of disadvantaged students are moving in line with age related expectations.
<b>E.</b>	Provide disadvantaged students with additional pastoral care, support and guidance needed to improve their behaviour for learning.	A reduced number of behaviour incidents for disadvantaged students and more engagement with the rewards system are being recorded.
<b>F.</b>	Improve the attendance of disadvantaged students through challenge and support.	The number of persistent absentees among disadvantaged students is reduced. Overall attendance for this group of pupils has improved.
<b>G.</b>	Raise the education and career aspirations of disadvantaged students.	The number of disadvantaged students retained post-16 and applying for higher education at the end of Year 13 has increased.
<b>H.</b>	Provide focussed high-quality careers information, advice and guidance for disadvantaged students.	A clear post-16 pathway has been identified for all disadvantaged students. Low (and no) levels of post-16 NEET are maintained.

## 5. Planned actions/approaches using 2019/20 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 disadvantaged students compared with non-disadvantaged students, particularly in English and maths.	<p>Teachers to provide high-quality formative feedback for disadvantaged students with consistent frequency and quality in all subjects.</p> <p>Staff at all levels are held accountable for the progress and attainment of disadvantaged students.</p> <p>Comprehensively review progress and attainment for disadvantaged students after each whole school data collection setting clear SMART group and individual intervention actions.</p> <p>Support disadvantaged students with the purchase of learning resources.</p>	<p>The Sutton Trust Report indicates that quality first teaching is the key to raising progress and attainment for disadvantaged 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>Quality assurance monitoring by SLT and middle leaders. CPDT. LGB meetings and LGB subject link governor visits. Intervention meetings. SWG meetings. Year team meetings. Department meetings. Middle manager line management meetings with SLT.</p> <p>Students supplied with learning resources (e.g. revision guides for Key Stage 4).</p>	<p>Director of Student Outcomes CLG HoY Core Subject Leaders</p> <p>Finance Officer</p>	In line with school calendar.
B. Provide additional pastoral and academic support for disadvantaged students.	<p>Provide targeted pastoral support through the Inclusion Hub to include external agency referrals for students and their families.</p> <p>Provide study support at lunchtimes and after school in the Inclusion Hub.</p> <p>Provide individual and small group support during RISE.</p> <p>Provide in-class TA support.</p> <p>Provide additional academic support through homework clubs</p>	<p>The Sutton Trust Report indicates that small group and individual support is effective.</p> <p>Analysis of behaviour referrals indicates that disadvantaged students often require additional support.</p> <p>Learning Mentor support for disadvantaged students has been effective in improving outcomes in the past.</p>	<p>Regular monitoring of pastoral referrals during SWG meetings. Recording and monitoring attendance to the Inclusion Hub. Monitoring attendance at RISE intervention. monitoring attendance to subject lunchtime clubs.</p>	<p>Director of Student Outcomes HoY SENCO Assistant SENCO Subject Leaders Student Support</p>	Weekly with half term review.

	in the Inclusion Hub and subject extra-curricular groups/activities.			Manager	
C. Raise the literacy levels of disadvantaged students.	<p>Ensure that marking for literacy is carried out routinely and consistently across all subjects.</p> <p>Ensure that key vocabulary is routinely shared and explained by teachers in lessons.</p> <p>Ensure that all students have a reading book and participate in regular reading during RISE and DEAR.</p> <p>Provide Sixth Form mentor and TA reading support during RISE.</p> <p>Provide in-class literacy support for identified students through TAs.</p> <p>Provide targeted individual specialist TA dyslexia support for identified students.</p> <p>Provide targeted reading recovery phonics support for identified students.</p>	<p>The demands of revised GCSE and BTEC (vocational) examinations require much greater levels of literacy.</p> <p>Reading age test scores consistently fall below those of their peers for most disadvantaged students.</p>	<p>Reading age and spelling testing.</p> <p>Quality assurance monitoring for literacy by Assistant Headteacher (Learning and Teaching) and Whole School Literacy coordinator.</p> <p>Attendance to RISE reading support sessions.</p> <p>Attendance to specialist dyslexia TA support sessions.</p>	<p>SENCO</p> <p>Assistant SENCO</p> <p>Assistant Headteacher (Learning and Teaching)</p> <p>Whole School Literacy coordinator</p>	<p>In line with school calendar.</p> <p>Termly</p>
D. Raise the overall numeracy levels of disadvantaged students.	<p>Provide TA numeracy support during RISE using the Sandwell maths programme.</p> <p>Provide specialist TA in-class numeracy support for identified students.</p> <p>Provide additional GCSE maths intervention during RISE for identified students.</p>	<p>Maths test scores (e.g. Sandwell) consistently fall below those of their peers for most disadvantaged students.</p>	<p>Attendance to RISE numeracy support sessions.</p> <p>Maths work scrutiny for disadvantaged students.</p> <p>Attendance to RISE GCSE intervention.</p>	<p>SENCO</p> <p>Assistant SENCO</p> <p>Assistant TA Facilitator (Numeracy)</p> <p>Director for Core Progress (Maths and Numeracy)</p>	<p>Half termly</p>

E. Provide disadvantaged students with additional pastoral care, support and guidance needed to improve their behaviour for learning.	<p>Form Tutors to prioritise discussions about behaviour concerns raised by staff with disadvantaged students in their tutor groups.</p> <p>Heads of Year will routinely review the number of concerns raised by staff for disadvantaged students in their year groups.</p> <p>Provide additional SEMH support for identified students through the mental health trailblazer project.</p> <p>Additional behaviour support will be provided for disadvantaged students through referral by Heads of Year to the Inclusion Hub with outside agencies to be used where appropriate.</p>	<p>Analysis of behaviour data for disadvantaged students indicates that some require additional behaviour management interventions.</p> <p>Outcomes from referrals that result in the use of external agencies generally indicate positive outcomes.</p>	<p>Regular analysis of behaviour data by Assistant Headteacher (Welfare and Behaviour) and HoY.</p> <p>Regular monitoring of behaviour referrals during SWG meetings.</p> <p>Monitoring of individual student mental health trailblazer outcomes.</p> <p>Monitoring of individual student mental external agency referral outcomes.</p>	<p>Assistant Headteacher (Welfare and Behaviour)</p> <p>HoY</p> <p>Student Support Manager</p>	Half termly.
F. Improve the attendance of disadvantaged students through challenge and support.	<p>Ensure that a rigorous approach is taken to the monitoring of attendance and punctuality.</p> <p>Ensure that more emphasis is placed on the importance of good attendance across the school through assemblies, tutors during RISE and the rewards system.</p> <p>Increase positive parental engagement through regular and improved communication with parents/carers of those students causing concern.</p> <p>Continue to extend the use of</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 for disadvantaged students by pastoral staff.</p> <p>Track students receiving rewards for good attendance (prizes/certificates/trips etc).</p> <p>Referrals made to Attend EDC for attendance clinics and home visits.</p> <p>LGB meetings.</p> <p>Referrals made to LA ESWs.</p> <p>Referrals made to external agencies for additional support.</p>	<p>Assistant Headteacher (Welfare and Behaviour)</p> <p>HoY</p> <p>Student Support Manager</p>	Fortnightly.

	signposting through the Inclusion Hub for parents/carers to external agencies for additional support.				
G. Raise the educational and career aspirations of disadvantaged students.	<p>Provide aspiration building opportunities for disadvantaged students through trips/visits.</p> <p>Ensure that all disadvantaged students can participate fully in visits/trips.</p> <p>Increase the engagement of disadvantaged students with FE/HE through Higher Horizons programme.</p> <p>Increase the engagement of disadvantaged students with employers through the CEIAG programme.</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 the number of students attending trips/visits.</p> <p>Monitoring the engagement of students with Higher Horizons events.</p> <p>HoY student equipment and uniform checks.</p> <p>Monitoring the number of students engaging with employers through the CEIAG programme.</p>	<p>Director of Student Outcomes</p> <p>Director of Student Engagement</p> <p>HoY</p> <p>Subject Leaders</p> <p>Finance Officer</p>	Half termly
H. Provide focussed high-quality careers information, advice and guidance for disadvantaged students.	<p>Provide regular IAG for disadvantaged students.</p> <p>Ensure that all disadvantaged students participate in work experience during Year 10.</p> <p>Provide work experience opportunities for selected disadvantaged students through extended placements where appropriate.</p> <p>Provide careers information for disadvantaged students through additional workplace visits.</p>	<p>DfE research shows that disadvantaged students, particularly the most able, do not receive appropriate careers advice and guidance leading to low career aspiration.</p>	<p>Attendance of students to meet Entrust careers advisor.</p> <p>Tracking the number of students taking up Year 10 or extended work experience placements.</p> <p>Tracking the number of students attending workplace visits.</p>	<p>Director of Careers, Business and Enterprise</p> <p>SWG</p> <p>HoY</p>	Termly
<b>Total Budgeted Cost</b>					<b>£77, 605</b>