

## Pupil Premium Impact Statement 2016/17

### Impact Review 2016/17

Previous Academic Year	2016/17			
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<b>INTERVENTION</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Impact for PP and NPP (if appropriate). Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned ( and whether you will continue this approach)</b>
<b>I1 (Accelerated Reader)</b>	<ul style="list-style-type: none"> <li>- Arrange Subscriptions</li> <li>- Rearrange library to match AR scheme</li> <li>- Restock books from library services subscription where needed</li> <li>- Label up books with AR label</li> <li>- Star test all year 7 and 8 students in English lessons in the first fortnight in September</li> <li>- Carry out staff training in Year group briefings</li> </ul>	<p>By the end of the academic year, the gap between reading age and chronological age will have reduced significantly.</p> <p>A greater percentage of students will be accessing the library during break, lunchtimes and after school and taking out books independently.</p>	<p>All students in Years 7 and, 8 and 9 accessed AR. The tests were carried out over one term ( June 2016 – January 2017)</p> <p>Students in year 10 were also tested as poor levels of literacy are a key issue for the school and indeed across Knowsley.</p> <p><b>In year 7 ( 110 pupils tested)</b> 91 students made progress or maintained their reading level</p> <p>50 students made significant progress of more than 1+ years.</p>	<p>Accelerated Reader has been a success and will continue to be funded.</p> <p>Students in year 7 made most progress and it is important that all students in this year group continue to access AR. Those with a RA below 10 are particularly vulnerable to not making</p>

	<ul style="list-style-type: none"> <li>- Launch to students via English lessons</li> <li>- Co-launch to year group via assemblies</li> <li>- Mail shot to parents giving student logins for checking results at home</li> <li>- Write timetable to ensure all Year 7 and 8 English classes have 1 AR library lesson /fortnight</li> </ul>		<p>6 students were not in attendance for one of the tests.</p> <p><b>In Year 8</b> (110 pupils tested) 79 students progress or maintained their reading level</p> <p>17 students made progress of 1+ years 3 students were not in for one of the tests.</p> <p><b>In Year 9</b> (179 pupils tested) 130 students made progress or maintained their reading level</p> <p>42 students made more than 1+ years improvement</p> <p>9 students did not complete both tests.</p>	<p>progress or making slower progress as they continue in education. In year 8 fewer children made progress. This was particularly apparent for those with a reading age below chronological age of more than -1 year. This will need to be a targeted cohort for literacy next year. This group had particularly lower starting points.</p> <p>In year 9 the group had low starting points and this group will need to continue with AR as too few made progress. The group have benefited well from AR and made good progress. Those who have failed to make expected progress will need to be a cohort for monitoring next year as this will impact on GCSE grades</p>
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			<p><b>In Year 10</b> ( 130 students tested)</p> <p>95 students made some progress or maintained their reading level</p> <p>17 made more than 1+ years progress</p> <p>13 students did not complete one of the two tests.</p>	<p>In year 10 these pupils accessed other literacy support.</p> <p>AR seems to have most impact lower down the school. It has most impact with students with a starting RA of 10+ Those with a RA below 10 make slower progress and will need more intensive support.</p> <p>Clearer identification of key cohorts needs to be made in order to ensure the intervention is targeted towards those who most require it.</p>
<p><b>I2: (Classcharts)</b></p> <p>To introduce strategies to support and challenge PP students so that outcomes for PP students come in line with NPP students</p>	<p>To introduce a range of intervention strategies with a focus on targeted support for PP students.</p> <p>Classcharts</p>	<p>The in school gap between PP students and non PP students narrows</p> <p>The PP gap against national</p>	<p>The introduction of Classcharts has meant that all staff are constantly aware of PP students and their needs. This has been tested during external reviews with the MAT AIP</p>	<p>Classcharts has proven to be a very effective tool in informing staff of student needs and will therefore continue. Evidence in learning walks and lesson observations tell us that staff are using Class Charts to inform them about students, and all</p>

				<p>could name their PP students and explain how they were being supported however staff will need to ensure they use the information to carefully craft lessons to target PP students more effectively as progress is still too slow.</p> <p>PP is now a standing item at each Governors meeting</p> <p>There needs to be a continued focus on T&amp;L directed at PP students.</p>
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<p><b>I3: Lexia</b> Lexia is an online programme to support students who are weak in both reading and writing.</p>	<ul style="list-style-type: none"> <li>- To arrange subscription</li> <li>- Purchase appropriate devices</li> <li>- Train 2 English staff to deliver Lexia</li> <li>- Amend SOW to identify lessons</li> <li>- Meet with parents to explain the programme</li> </ul>	<p>By the end of the academic year, the gap between reading age and chronological age will be significantly reduced Significant improvement in spelling ages</p>	<p>Lexia is used to support groups of students in year 7. 38 children accessed Lexia this year. 59% of these children were PP.</p> <p>72% of pupils who had access to Lexia closed the gap between their reading age and chronological age.</p>	<p>Lexia licence renewed for two years and is being targeted at the two lower sets in year 7 and 8.</p> <p>The extra Literacy support is to continue.</p>
<p><b>I4: Accelerated Maths</b> Accelerated Maths (AM) is a whole group reading management and monitoring programme that aims to foster the habit of independent problem solving among early</p>	<ul style="list-style-type: none"> <li>- Arrange Subscriptions</li> <li>- Rearrange timetable to match AM scheme</li> <li>- Test all year 7 and 8 students in maths lessons in the first fortnight in September</li> <li>- Carry out staff training in Year group briefings</li> </ul>	<p>By the end of the academic year, the gap between numeracy age and chronological age will have reduced significantly</p>	<p>Accelerated maths had limited success.</p> <p>Accelerated Maths was introduced to support students who were identified in the numeracy tests as at registration time as being significantly below expectations.</p>	<p>Accelerated Maths was not a great success due to lack of time and opportunity. The staff found it difficult to deliver the sessions in the morning registration time. Students took too long to log on and found the program difficult to follow.</p> <p>It was decided not to renew the licence</p>

<p>secondary age pupils. The internet based software initially screens students according to their numeracy levels and suggest activities that match their numerical</p>	<ul style="list-style-type: none"><li>- Launch to students via Maths lessons</li><li>- Co-launch to year group via assemblies</li><li>- Mail shot to parents giving student logins for checking results at home</li></ul>	<p>Students demonstrate improved numeracy ages for all students</p> <p>By the end of the academic year, the gap between numeracy age and chronological age will have reduced significantly</p>		
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<p><b>15</b> Target support to improve numeracy levels</p>	<ul style="list-style-type: none"> <li>- Numeracy tests for all year groups to identify key areas for improvement</li> <li>- Identify key cohorts requiring additional support through AM.</li> <li>- Introduce Numeracy Ninja booklets for all year groups</li> <li>- Maths basic skills lessons introduced in the SOW.</li> </ul>	<p>Students demonstrate improved numeracy ages for all students</p> <p>By the end of the academic year, the gap between numeracy age and chronological age will have reduced significantly</p>	<p>Learning walks show that the vast majority of pupils are providing weekly opportunities for pupils to practise their numeracy skills</p> <table border="1" data-bbox="1279 416 1740 647"> <thead> <tr> <th colspan="4">PP Pupils Yr 10</th> </tr> <tr> <th>Range</th> <th>9T2</th> <th>10T1</th> <th>10T2</th> </tr> </thead> <tbody> <tr> <td>&gt;13y</td> <td>12</td> <td>25</td> <td>35</td> </tr> <tr> <td>&gt;14y</td> <td>5</td> <td>14</td> <td>26</td> </tr> <tr> <td>&gt;15y</td> <td>2</td> <td>7</td> <td>16</td> </tr> <tr> <td>&gt;15y6m</td> <td>1</td> <td>6</td> <td>10</td> </tr> </tbody> </table>	PP Pupils Yr 10				Range	9T2	10T1	10T2	>13y	12	25	35	>14y	5	14	26	>15y	2	7	16	>15y6m	1	6	10	<p>The whole school has benefited from whole school numeracy</p> <p>PP students have accelerated their progress as can be seen from the example here.</p> <p>The numeracy initiatives should be repeated next year and refined to target lower ability PP students</p>
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<p><b>I6:</b> Alternative Curriculum To provide an alternative curriculum for those students who are educated off site, or at risk of permanent exclusion.</p>	<ul style="list-style-type: none"> <li>- To place students in appropriate placements that can deliver the curriculum needs of the individual.</li> <li>- To ensure that all statutory health and safety requirements are met by all providers.</li> <li>- To make regular quality assurance visits.</li> <li>- To monitor attendance and academic progress of AP students and report to parents as per the school cycle of reporting</li> <li>- To ensure that AP students get IAG as a priority and next steps are in place post 16.</li> </ul>	<p>Student's attendance improves.</p> <p>Fewer exclusions Reduces NEET figures</p>	<p>There were 12 students in year 11 on alternative provision, all of this cohort were PP. 11 students sat their GCSE's in English, Maths and Science. This was a significant improvement.</p> <p>Only one failed to turn up for exams.</p> <p>NEET figures indicate that all AP students are in full time education or training.</p>	<p>We will carry on using our alternative providers as they gave adequate support in preparation for the GCSE's as well as IAG on future pathways.</p>
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**ENGAGEMENT**

Intervention	Actions	Success Criteria	Impact for PP and NPP (if appropriate). Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned ( and whether you will continue this approach)
<b>E1: Academic subsidy</b> Implement an academic subsidy to enable PP students to fully access the curriculum and close the attainment gap	Set up a system that enables departments to apply for funds to support PP students. To ensure that PP students are targeted to receive support with materials and extra opportunities outside of the classroom. Provide additional support as required	<b>The gap are closed in:</b> <ul style="list-style-type: none"><li>- PP students are able to participate in all activities relating to their studies.</li><li>- Improved student attendance to extra study classes</li></ul>	PP students are offered the opportunity to access all additional events and access support materials.  All Year 11 PP students were given study guides for core subjects and a reduced cost for non core subjects  Specific costs for access to lessons, e.g., cost of catering resources, attendance at a performance for Drama and PE activities ( judo) paid for PP students	The school needs to be more proactive in engaging with PP students to ensure they attend extra lessons. One key issue is transport home at 4 o'clock so additional transport may need to be provided.  The study guides were useful for the more able PP, however too many PP students did not use them effectively as evidenced in the work books not being completed.  The access to additional funding for subject specific access did have a positive impact on PP student progress. This was particularly so for PE, as the judo was particularly successful in boosting grades.

<p><b>E2: Implement Subsidy</b></p> <p>Implement a subsidy to enable PP students to have access to resources and extra- curricular experiences</p>	<p>To introduce a system whereby money is available to provide extra-curricular activities for PP students. To ensure staff are aware of the availability of the funds and the areas it covers. An informal audit of the talents and interests of PP students to encourage participation</p>	<p>PP students have the opportunity to take part in the extra-curricular activities on offer.</p> <p>PP students are able to take part in activities that they are interested in or in which they show a particular talent</p>	<p>PP students have the opportunity to take part in the extra-curricular activities on offer.</p> <p>PP students are able to take part in activities that they are interested in or in which they show a particular talent</p> <p>Students accessed a number of reward trips throughout the year.</p> <p>These are examples of events supported:</p> <ul style="list-style-type: none"> <li>- A Spanish trip ( 8 students)</li> <li>- German trip (14 students)</li> <li>- Computer Science revision books ( 19 students)</li> <li>- Science revision guides (50 students)</li> <li>- Judo for PE ( 7 students)</li> <li>- Science Live Events (13 students)</li> </ul>	<p>The main beneficiary of this subsidy was to ensure PP students could attend extra- curricular activities if they attended and behaved well. Measuring the impact of this is difficult and the school should review how we measure the impact of the investment more carefully.</p> <p>Including making good progress should be part of this strategy to focus on academic progress not just engagement</p>
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**TRANSITION**

	<b>Actions</b>	<b>Success Criteria</b>	<b>Impact for PP and NPP (if appropriate). Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned ( and whether you will continue this approach)</b>
<b>T1: Careers Education</b> To ensure all PP students have access to independent advice and guidance about their next steps post-16.	<ul style="list-style-type: none"><li>- To review PSHCE SOW and ensure careers advice is given</li><li>- To employ the Connexions Service</li><li>- To engage with local 6<sup>th</sup> form providers and arrange visits and trips specifically for PP students identified.</li><li>- Year 10/11 assemblies to raise awareness of 6<sup>th</sup> form events</li><li>- Arrange interviews for PP students to secure places in college</li></ul>	<p>All PP students have post-16 provision</p> <p>Reduction in NEET for PP students.</p>	<p>In 2016/17 only one student was identified as NEET in the cohort in September 2017. This is a significant improvement on the previous years. However figures later show that students did not remain on courses and thus became NEET.</p>	<p>It is important that students access courses that are suitable and appropriate to reduce the rate of early drop out. Increasing the number of visits to colleges and developing closer links is imperative to ensure students understand what the course they are embarking on is suitable.</p>

	<ul style="list-style-type: none"><li>- Annual careers convention</li><li>- Apprenticeship roadshow</li><li>- Year 10 work experience</li></ul>			
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## ATTENDANCE

Desired Outcome	Actions	Success Criteria	Impact for PP and NPP (if appropriate). Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue this approach)																																																						
<p><b>A1: PP and CLA</b> Ensure the attendance of PP and CLA students does not fall below their peers</p>	<ul style="list-style-type: none"> <li>- Employ the services of the EWO through SLA and increased support to work regularly with PP students who are PA or at risk of becoming PA</li> <li>- Utilise pastoral support team and learning mentors to work with identified groups of PP pupils whose attendance is of concern</li> </ul>	<p>Improvement in attendance to narrow the gap against national statistics Reduced PA in line with national expectations Reduction in fixed term and permanent exclusions Increased engagement in school life</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 35%;">2015/2016</th> <th style="width: 35%;">2016/2017</th> </tr> </thead> <tbody> <tr> <td>Percentage</td> <td style="text-align: center;">92.3</td> <td style="text-align: center;">93.1</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> <tr> <td colspan="3"><b>Year 7</b></td> </tr> <tr> <td>Year</td> <td>2015/2016</td> <td>2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">95.1</td> <td style="text-align: center;">93.7</td> </tr> <tr> <td></td> <td style="text-align: center;">↑</td> <td style="text-align: center;">↓</td> </tr> <tr> <td colspan="3"><b>Year 8</b></td> </tr> <tr> <td>Year</td> <td>2015/2016</td> <td>2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">93.2</td> <td style="text-align: center;">94.4</td> </tr> <tr> <td></td> <td style="text-align: center;">↑</td> <td style="text-align: center;">↑</td> </tr> <tr> <td colspan="3"><b>Year 9</b></td> </tr> <tr> <td>Year</td> <td>2015/2016</td> <td>2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">90.8</td> <td style="text-align: center;">93</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> <tr> <td colspan="3"><b>Year 10</b></td> </tr> <tr> <td>Year</td> <td>2015/2016</td> <td>2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">91</td> <td style="text-align: center;">90.8</td> </tr> </tbody> </table>	Year	2015/2016	2016/2017	Percentage	92.3	93.1		↓	↑	<b>Year 7</b>			Year	2015/2016	2016/2017	Percentage	95.1	93.7		↑	↓	<b>Year 8</b>			Year	2015/2016	2016/2017	Percentage	93.2	94.4		↑	↑	<b>Year 9</b>			Year	2015/2016	2016/2017	Percentage	90.8	93		↓	↑	<b>Year 10</b>			Year	2015/2016	2016/2017	Percentage	91	90.8	<p>In 2016/17 attendance improved for most groups across school. Whilst still below national averages it does demonstrate good progress. Prizes were awarded for each best performing forms and these were selected by the students.</p> <p>For PP students there is still an in school gap, although this has narrowed.</p> <p>More focus on specific PP cohorts ( PP girls and boys) will help to break down barriers and identify, challenge and support those who do not routinely attend.</p>
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	<ul style="list-style-type: none"> <li>- Focussed attendance plan with identified cohorts in each year group with an attendance officer attached to their year group to improve their behaviour.</li> <li>- Present weekly, termly and annually prizes for individual attendance</li> <li>- Inter-form completion with rewards for best attendance</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td><b>Year 11</b></td> <td></td> <td></td> </tr> <tr> <td>Year</td> <td style="text-align: center;">2015/2016</td> <td style="text-align: center;">2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">92.3</td> <td style="text-align: center;">93.7</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> <tr> <td><b>Girls</b></td> <td></td> <td></td> </tr> <tr> <td>Year</td> <td style="text-align: center;">2015/2016</td> <td style="text-align: center;">2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">91.5</td> <td style="text-align: center;">92.6</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> <tr> <td><b>Boys</b></td> <td></td> <td></td> </tr> <tr> <td>Year</td> <td style="text-align: center;">2015/2016</td> <td style="text-align: center;">2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">93.2</td> <td style="text-align: center;">93.6</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> <tr> <td><b>PP</b></td> <td></td> <td></td> </tr> <tr> <td>Year</td> <td style="text-align: center;">2015/2016</td> <td style="text-align: center;">2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">90.61</td> <td style="text-align: center;">91.8</td> </tr> <tr> <td></td> <td style="text-align: center;">↑</td> <td style="text-align: center;">↑</td> </tr> <tr> <td><b>Not PP</b></td> <td></td> <td></td> </tr> <tr> <td>Year</td> <td style="text-align: center;">2015/2016</td> <td style="text-align: center;">2016/2017</td> </tr> <tr> <td>Percentage</td> <td style="text-align: center;">94.57</td> <td style="text-align: center;">94.8</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td style="text-align: center;">↑</td> </tr> </table>		↓	↓	<b>Year 11</b>			Year	2015/2016	2016/2017	Percentage	92.3	93.7		↓	↑	<b>Girls</b>			Year	2015/2016	2016/2017	Percentage	91.5	92.6		↓	↑	<b>Boys</b>			Year	2015/2016	2016/2017	Percentage	93.2	93.6		↓	↑	<b>PP</b>			Year	2015/2016	2016/2017	Percentage	90.61	91.8		↑	↑	<b>Not PP</b>			Year	2015/2016	2016/2017	Percentage	94.57	94.8		↓	↑	<p>Monitoring vulnerable PP groups from day 1 is essential to reduce attendance and PA</p>
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<p><b>A2: Engagement of PP students</b> To support PP Students to engage fully in school we provide uniform</p>	<ul style="list-style-type: none"> <li>- Purchase of school uniform</li> <li>- SLA with bus company</li> </ul>	<p>Improved attendance Greater engagement in school</p>	<p>To encourage students to attend regularly we provide free transport. Parents tell us anecdotally that the bus is important to them. Numbers coming into school have risen and attendance has improved.</p>	<p>The school needs to gather more pupil and parent voice about the importance of home to school transport and the provision of uniform.</p>																																																															

and transport free of charge

Year	2015/2016	2016/2017
Percentage	92.3	93.1
	↓	↑
<b>Year 7</b>		
Year	2015/2016	2016/2017
Percentage	95.1	93.7
	↑	↓
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Year	2015/2016	2016/2017
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Percentage	90.8	93
	↓	↑
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Year	2015/2016	2016/2017
Percentage	91	90.8
	↓	↓
<b>Year 11</b>		
Year	2015/2016	2016/2017
Percentage	92.3	93.7
	↓	↑
<b>Girls</b>		
Year	2015/2016	2016/2017
Percentage	91.5	92.6
	↓	↑

The school has chosen to reduce the range of school wear we provide.

The school needs to record attendance at additional activities in order to encourage more PP students to attend them.

			<b>Boys</b>	
			Year	2015/2016    2016/2017
			Percentage	93.2            93.6
				↓                    ↑
			<b>PP</b>	
			Year	2015/2016    2016/2017
			Percentage	90.61           91.8
				↑                    ↑
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