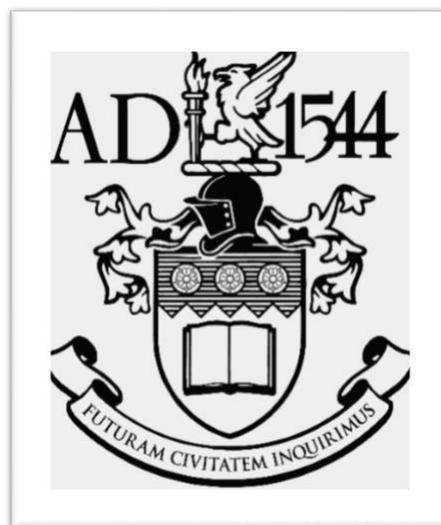


2016-17

Pupil Premium Plan

(Draft)

Strategic Lead and Contact: (From January 2016)
Mr P Stanley Deputy Head Teacher



Pupil Premium

Background to 2016-2017 Funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Prescott School is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) (£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

At the time of allocating funds for 2016/17:

Total number of students on roll (11-16)	713
Total number of students eligible for Pupil Premium Grant	413
% of students eligible for Pupil Premium Grant	57.9%
Total amount of Pupil Premium Grant Received	£ 386,000

Count of Pupils			
Year Group	PP	Not PP	Grand Total
Yr7	56.9%	43.1%	100.0%
Yr8	55.6%	44.4%	100.0%
Yr9	63.8%	36.2%	100.0%
Yr10	54.5%	45.5%	100.0%
Yr11	56.8%	43.2%	100.0%
Grand total	57.9%	42.1%	100.0%

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to close the gap between eligible students and their peers by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. Historically, levels of attainment are lower for students eligible for the funding (the national trend shows a 27% gap in attainment of 5A*-C incl. Maths and English between non-Pupil Premium and Pupil Premium students); Funding as applied carefully and strategically at The Prescot School to ensure that barriers to progress are removed.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background) along with the skills and attributes of those employed at The Prescot School. Many students enter the school with levels of numeracy, reading and writing which are below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

1. **Intervention:** Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths, English and other subjects as they go through their time at the school.
2. **Engagement:** to improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements. To support attendance and engagement through ensuring every child can get to school safely and in full uniform.
3. **Transition:** Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students.
4. **Attendance:** to ensure the attendance of Pupil Premium students does not fall below the national average and levels of PA remain below national levels.

Provision	Ref	Pupil Premium Funding
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Academic costs to accelerate progress	I and E	£142,000
Engagement Costs	E	£32,000
Alternative Curriculum Costs	E	£120,000
Attendance Costs	A	£20,000
Transport and Uniform Subsidy	E	£52,000
Trips and Visits Costs	E	£10,000
Transition Costs	T	£10,000

INTERVENTION

Description of Intervention: I1: Accelerated Reader

Accelerated Reader (AR) is a whole group reading management and monitoring programme that aims to foster the habit of independent reading among early secondary age pupils. The internet based software initially screens students according to their reading levels and suggest books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read and earn AR points related to difficulty.

Rationale

Education Endowment Foundation research suggests the intervention to add +3 months progress and +5 months progress for FSM students. The report states that AR appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. The most success was seen where there was a well-stocked library with access to computers and support from teachers for those with very low levels of reading.

Actions

- Arrange Subscriptions
- Rearrange library to match AR scheme
- Restock books from library services subscription where needed
- Label up books with AR label
- Star test all year 7 and 8 students in English lessons in the first fortnight in September
- Carry out staff training in Year group briefings
- Launch to students via English lessons
- Co-launch to year group via assemblies
- Mail shot to parents giving student logins for checking results at home
- Write timetable to ensure all Year 7 and 8 English classes have 1 AR library lesson /fortnight

Success Criteria

- By the end of the academic year, the gap between reading age and chronological age will have reduced significantly.
- A greater percentage of students will be accessing the library during break, lunchtimes and after school and taking out books independently.

Impact:

- Reading ages of students improves, closer to chronological age.
- Students read regularly and are able to access the curriculum.

Time/Duration Sept. 2016 – July 2017	Staff Responsible Lead Practitioner English – NT LRC Manager - JP
Monitoring and Evaluation <ul style="list-style-type: none"> - Students will carry out Star Test in first two weeks of September and also regular assessment of progress throughout the year. 	Costs Subscriptions: £5000 Books Purchased: £1000 Staff salaries: £3000

Description of Intervention: I2: Introduction of Classcharts	
Rationale: In order to boost self- esteem and confidence we need to recognise and add positive rewards for those students who work well and behave. Classroom organisation and learning information is available to all staff to enable staff to plan effectively to challenge and support PP students to ensure they accelerate progress.	
Actions	
<ul style="list-style-type: none"> - Purchase Class Charts - Train staff to use Classcharts - Launch with students and parents, send out passwords - Review use to monitor behaviour and attainment 	
Success Criteria	
<ul style="list-style-type: none"> - The in school gap between PP students and non PP students narrows - The PP gap against national non PP narrows 	
Impact:	
<ul style="list-style-type: none"> - Gaps narrow 	

Time/Duration Sept. 2016 – July	Staff Responsible SLT All staff
Monitoring and Evaluation	Costs
<ul style="list-style-type: none"> - Use of Classcharts monitored by HOYs to check their value - End of year review of Classcharts use by staff 	Subscriptions: £ Staff training: £1000

<p>Description of Intervention: I3: "Lexia" Lexia is an online programme to support students who are weak in both reading and writing.</p>	
<p>Rationale Research shows that early intervention is the most effective way to accelerate progress. Lexia is specifically designed for those children who experience significant literacy problems and works well alongside accelerated reader.</p>	
<p>Actions</p> <ul style="list-style-type: none"> - To arrange subscription - Purchase appropriate devices - Train 2 English staff to deliver Lexia - Amend SOW to identify lessons - Meet with parents to explain the programme 	
<p>Success Criteria</p> <ul style="list-style-type: none"> - 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>Impact:</p> <ul style="list-style-type: none"> - To reduce the gap between RA and CA of PP students "Below Standard" - To improve the spelling age of PP students "Below Standard" in Literacy. 	
<p>Time/Duration Sept. 2016 – July 2017</p>	<p>Staff Responsible HOD English (GW) English teacher (HS)</p>
<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> - Lexia provides detailed individual feedback throughout the year 	<p>Costs Cost of Lexia: £6000 Timetabled time : £8000 Pupil Rewards : £500</p>

<p>Description of Intervention: I4: Accelerated Maths</p> <p>Accelerated Maths (AM) is a whole group reading management and monitoring programme that aims to foster the habit of independent problem solving among early secondary age pupils. The internet based software initially screens students according to their numeracy levels and suggest activities that match their numerical skills.</p>	
<p>Rationale</p> <p>Education Endowment Foundation research suggests the intervention to add +3 months progress and +5 months progress for FSM students. The report states that AM appears to be effective for weaker students as a catch-up intervention at the start of secondary school.</p>	
<p>Actions</p> <ul style="list-style-type: none"> - Arrange Subscriptions - Rearrange timetable to match AM scheme - Test all year 7 and 8 students in maths lessons in the first fortnight in September - Carry out staff training in Year group briefings - Launch to students via Maths lessons - Co-launch to year group via assemblies - Mail shot to parents giving student logins for checking results at home 	
<p>Success Criteria</p> <ul style="list-style-type: none"> - By the end of the academic year, the gap between numeracy age and chronological age will have reduced significantly. <p>Impact:</p> <ul style="list-style-type: none"> - To accelerate progress of students in maths. - To increase student confidence and resilience in numeracy. 	
<p>Time/Duration</p> <p>Sept. 2016 – July 2017</p>	<p>Staff Responsible</p> <p>Lead Practitioner Maths – JCW</p>
<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> - Students will carry out Tests in September 2016, January and July 2017 and also regular assessment of progress throughout the year. 	<p>Costs</p> <p>Subscriptions: £4750 Staff Salaries: £8000 Rewards: £500</p>

Description of Intervention: I5: Numeracy levels from IP - Target support to improve numeracy levels	
Rationale: Evidence suggests that students numeracy skills are below expectations which limits their outcomes at GCSE. This is particularly so for PP students who seriously underperform when compared to NPP students in school and those nationally.	
Actions: <ul style="list-style-type: none"> - Numeracy tests for all year groups to identify key areas for improvement - Identify key cohorts requiring additional support through AM. - Introduce Numeracy Ninja booklets for all year groups - Maths basic skills lessons introduced in the SOW. 	
Success Criteria: <ul style="list-style-type: none"> - Students demonstrate improved numeracy ages for all students - By the end of the academic year, the gap between numeracy age and chronological age will have reduced significantly 	
Impact: <ul style="list-style-type: none"> - The whole school has benefited from whole school numeracy - PP students have accelerated their progress as can be seen from the example here. - The numeracy initiatives should be repeated next year and refined to target lower ability PP students 	
Time/Duration Dec. 2016 – July 2017	Staff Responsible: Lead Practitioner Maths - JCW
Monitoring and Evaluation <ul style="list-style-type: none"> - Numeracy tests will be carried out throughout the year. 	Cost: £10,000

Description of Intervention: I6: To provide an alternative curriculum for those students who are educated off site, or at risk of permanent exclusion.	
Rationale: It is essential that any student who is educated off site receives a curriculum that delivers clear outcomes in relation to GCSE and vocational qualifications as well as an environment that is safe and stimulating, meeting the needs of the individual.	
Actions: <ul style="list-style-type: none"> - To place students in appropriate placements that can deliver the curriculum needs of the individual. - To ensure that all statutory health and safety requirements are met by all providers. - To make regular quality assurance visits. - To monitor attendance and academic progress of AP students and report to parents as per the school cycle of reporting - To ensure that AP students get IAG as a priority and next steps are in place post 16. 	
Success Criteria: <ul style="list-style-type: none"> - Students attendance improves. - Fewer exclusions - Reduces NEET figures. Impact: <ul style="list-style-type: none"> - PP students on Alt. Prov. Gain appropriate qualifications, with a focus on English, maths and Science. - Attendance of PP students on Alt. Prov. Improves. - NEET figures for PP students on Alt. Prov. Reduces. 	
Time Duration: Sept. 2016-July 2017	Staff Responsible: PS JS
Monitoring and Evaluation: <ul style="list-style-type: none"> - Regular visits to all providers - Reporting to Governors 	Cost: £130,000

ENGAGEMENT

<p>Description of Intervention: E1: Implement an academic subsidy to enable PP students to fully access the curriculum and close the attainment gap</p> <p>All staff can make bids for funding to support PP students engagement of PP parents/carers with their child's education and with the school</p>	
<p>Rationale:</p> <p>The Prescot School will endeavour to support departments to deliver their curriculum to PP students by providing subsidies for materials and educational visits to ensure that PP students do not fall behind in their studies or miss out on opportunities to engage fully in the curriculum.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> - 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 	
<p>Success Criteria:</p> <p>The gap are closed in:</p> <ul style="list-style-type: none"> - PP students are able to participate in all activities relating to their studies. - Improved student attendance to extra study classes <p>Impact</p> <ul style="list-style-type: none"> - PP students are able to access all additional events and access support materials. - More PP students access study support sessions. - Progress of PP students accelerates and narrows the gaps against national rates of progress of non-PP students. 	
<p>Time/Duration:</p> <p>Sept. 2016-July 2017</p>	<p>Staff Responsible:</p> <p>AHTs, Heads of Year</p>
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> - Analysis of attendance to extra study classes 	<p>Cost:</p> <p>£ 25,000</p>

<p>Description of Intervention: E2: Implement a subsidy to enable PP students to have access to resources and extra- curricular experiences</p> <p>All staff can make bids for funding to support PP students. EG. School trips, visits, music lessons, coaching and other equipment.</p>	
<p>Rationale: This initiative will help and encourage students to take part in extra-curricular activities outside of the academic requirements of their studies.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> - 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>Success Criteria:</p> <ul style="list-style-type: none"> - PP students have the opportunity to take part in the extra-curricular activities on offer. - PP students are able to take part in activities that they are interested in or in which they show a particular talent. <p>Impact</p> <ul style="list-style-type: none"> - An increasing number of PP students access extra curricular activities including reward trips. - Attendance of PP students improves. 	
<p>Time Duration: Sept. 2016-July 2017</p>	<p>Staff Responsible: PS. Pastoral Assistant Head. Heads of Year</p>
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> - Registers at extra activities are monitored. - Attendance is monitored. - Student voice shows increased engagement in school. 	<p>Cost: £20,000</p>

TRANSITION

<p>Description of Intervention: T1: Careers Education To ensure all PP students have access to independent advice and guidance about their next steps post-16.</p>	
<p>Rationale: Students who leave The Prescott School at 16 need to have a clear view of where their next steps are, either at college, in employment or training. Specifically, PP students will be given priority access to the CAG. Those more vulnerable, either in school or on Alternative Provision will be seen early in the year and then revisited later in the year.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> - To review PSHCE SOW and ensure careers advice is given - To employ the Connexions Service - To engage with local 6th form providers and arrange visits and trips specifically for PP students identified. - Year 10/11 assemblies to raise awareness of 6th form events - Arrange interviews for PP students to secure places in college - Annual careers convention - Apprenticeship roadshow - Year 10 work experience 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> - All PP students have post-16 provision - Reduction in NEET for PP students. <p>Impact</p> <ul style="list-style-type: none"> - Numbers of PP students who are NEET decreases. - All students access high quality IAG. 	
<p>Time/Duration: Sept. 2016 – July 2017</p>	<p>Staff Responsible: HOD PSHCE Home School Liaison TA</p>
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> - NEET data - Post 16 placement data 	<p>Cost: Salaries for staff £12,000 Careers Convention - £5,000</p>

ATTENDANCE

Description of Intervention: A1: Ensure the attendance of PP and CLA students does not fall below their peers	
Rationale: PP students in secondary schools are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Students who are not present are not engaging in the full curriculum experience and therefore many not make as much progress as those whose attendance is acceptable.	
Actions: <ul style="list-style-type: none"> - 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 - Utilise pastoral support team and learning mentors to work with identified groups of PP pupils whose attendance is of concern - Focussed attendance plan with identified cohorts in each year group with an attendance officer attached to their year group to improve their behaviour. - Present weekly, termly and annually prizes for individual attendance - Inter-form completion with rewards for best attendance 	
Success Criteria: <ul style="list-style-type: none"> - 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 	
Impact <ul style="list-style-type: none"> - Improvement in attendance for PP and CLA cohorts, and the gap between NPP and PP narrows, in school and against national data. 	
Time Duration: Sept. 2016 – July 2017	Staff Responsible: AHT Attendance Team
Monitoring and Evaluation: <ul style="list-style-type: none"> - Weekly Attendance data 	Cost: Salaries for staff £12000 Rewards £1000 LA SLA £8000

Description of Intervention: A2: To support PP Students to engage fully in school we provide uniform and transport free of charge	
Rationale Research with our students shows that school buying their uniform supports their integration in school. Transport to school, was a barrier to good attendance and punctuality.	
Actions: <ul style="list-style-type: none"> - Purchase of school uniform - SLA with bus company 	
Success Criteria: <ul style="list-style-type: none"> - Improved attendance - Greater engagement in school 	
Impact: Figures show that the intake of students from the areas served by the free buses has increased. When parents asked, the availability of a bus to and from school is a major factor.	
Time Duration: Sept. 2016 – July 2017	Staff Responsible: HT and DHT
Monitoring and Evaluation: <ul style="list-style-type: none"> - Attendance data - Accelerated progress - Engagement 	Cost: Salaries for staff (Approx.) £5,000 Cost of uniform £6000 Buses (Approx.) £75,000