

Pupil premium strategy statement (secondary)

1. Summary information					
School	PRESCOT SCHOOL				
Academic Year	2018-19	Total PP budget	£460 360	Date of most recent PP Review	Nov. 18
Total number of pupils	794	Number of pupils eligible for PP National	459 (57.8%) 28%	Date for next internal review of this strategy	Feb. 18

2. Current attainment		
	Pupils eligible for PP/NPP in school	National Value
% achieving 4+ English and Maths	26.5%/49.1%	64.3
% achieving 5+ English and Maths	5.9/29.8	43.3
Progress 8 score average	-1.4/0.9	-0.02
Attainment 8 score average	27.16/38.63	46.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy and numeracy skills of Yr7 PP pupils are weaker than that of NPP pupils and pupils nationally. (KS2 data evidences) As such progress of PP pupils in Year 7 onwards is poor.
B.	Relatively poor examination skills and provision of support for PP pupils compared to other pupils. (Evidenced by internal and national end of KS4 exam results and attendance at additional provision classes)
C.	Aspiration of PP pupils re. next stages after school are low compared to other pupils. (Evidenced in NEETs data)
D.	Current curriculum at KS4 in school is inhibiting the outcomes of PP pupils in public examinations especially those of PP pupils in Open bucket subjects. (Evidenced by PP attendance)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Poor attendance, high PA and exclusion values of PP pupils having a negative effect on pupil progress, especially the PA values for PP girls in the school.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Literacy and numeracy skills of PP pupils in line with chronological expectation, resulted in improved progress values for PP throughout the school.	Pupils whose literacy and numeracy skills are significantly below chronological expectation at start of yr7 make accelerated progress (additional +9 months minimum) compared to other pupils. Assessment via literacy and numeracy intervention programmes (Lexia and Accelerated Reader) in year 7.
B.	Outcomes for PP pupils in internal tests and public examinations at end of KS4 are in line with national rates of progress for “other” pupils.	Progress values for PP pupils in all subjects and all years matches that of other pupils nationally, including public examination outcomes at end of KS4.
C.	Improved educational aspirations of more able PP pupils resulting in pupil progress values for more able PP pupils matching those of other pupils.	Outcomes of more able PP pupils reflect progress in line with that of other more able pupils. In School careers direction ensures that pupils pursue most appropriate post school courses. The percentage of PP pupils classed as NEET decreases. Post 16 and post 18 data shows that Destinations of PP pupils are suited to their abilities.
D.	Improved KS4 curriculum offering more suitable and engaging public examination courses for pupils resulting in improved outcomes for PP pupils and a significant closing of the gap with other pupils nationally. Attendance of PP pupils, especially SEN male’s improves.	Improved curriculum offering more suitable GCSE courses resulting in improved outcomes, significantly closing the gap to National values. Attendance of PP pupils improves to 95%
E.	Increased attendance and reduced PA rates for all PP pupils resulting in reduction of PP exclusions.	Overall attendance for PP pupils improves from 89.8 to 95%. Reduced number of PA among PP pupils from 33.1 to 13.5. Reduced number of PP exclusions.

5. Planned expenditure

Academic year

2018-19

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Literacy and numeracy skills of PP pupils in line with chronological expectation, resulted in improved progress values for PP throughout the school	QL Analysis of Yr7 end of KS2 assessments. Employ Literacy support TA.	To accelerate improvements in literacy and numeracy of PP pupils. We first need specific and detailed analysis of the areas of pupil weakness in literacy and numeracy.	Set time deadline of 2 weeks into academic year for pupil QL Analysis to be provided to school leads in literacy and numeracy.	JL HS JCW	December 2018 (£10,000 - staff TLR - £7,645) Reviewed at each tracking point.
	Introduction of GL baseline testing for Yr7 pupils in literacy and Maths	To provide additional pupil level analysis of areas of weakness in literacy and numeracy and so inform intervention.	Coordinate GL online testing for Yr7 pupils within ICT lessons in first term of Yr7.	JL KL RW/HS/JCW	January 2019, then reviewed at each tracking point. (£1,000 Headphone sets - £500)
	Introduce GL tracking tests in literacy and Maths for Yr8 pupils	To provide objective analysis of rates of improvements in literacy and numeracy of PP pupils compared to other pupils. In so doing, allowing assessment of intervention strategies used to	Coordinate GL online testing for Yr8 pupils within ICT lessons in first term of Yr8.	JL KI RW/HS/JCW	January 2019, then annually

	Implement Lexia and Accelerated Reader for Year 7 PP pupils and where necessary for year 8 pupils.	Both programmes have shown that when used correctly, they can accelerate literacy of target pupils by +9 months.	½ term 1 selection of Yr7 PP literacy cohorts Subsequently half-termly assessment and tracking to measure accelerated progress of PP pupils	JL HS	Termly (Staffing - £24,445)
	Identify key group of current Y11 PP pupils based on underachievement, especially at Grade 4+ in English and Maths. Provide additional support for key pupils during form period. Track Key 27 attendance data	Visit to a similar school has directly shown that this approach has had a significant impact on improving PP progress values in English and maths. A cornerstone of the form groups would be the provision of detailed, pupil specific feedback to pupils re their performances in	KL will work with heads of English and Maths to identify Key PP pupils with potential for 4+ but at a high risk of not achieving. JL will coordinate with Head of year 11 re-formation of a one day per week form period for key pupils to mentor, challenge and re-engage.	KL/JL/ELT/Mentors ST/Attendance team	£1,000 at each data tracking point for data assistant Time allocation for staff to mentor Key pupils.
	Continuing CPD for all staff, i.e. Impact of improving literacy and numeracy.	Where staff have been effective in delivering literacy and numeracy intervention accelerated progress by pupils has been good (school review	Co-ordinate with HS (Lit) and JCW (Numeracy) to review and assess staff CPD requirements. CPD is bespoke and responds to needs.	JL HS JCW	£12,000 – CPD Termly

<p>B Outcomes for PP pupils in internal tests and public examinations at end of KS4 are in line with national rates of progress for “other” pupils.</p>	<p>Develop metacognition programmes for pupils in years 7-10.</p>	<p>Metacognition is recognised by EEF as the most effective and cost effective intervention programme to improve pupil progress values.</p>	<p>As above plus CPD for identified form tutors to aid delivery of metacognition programme.</p>	<p>JL/AB JL</p>	
		<p>Development of Grit project to include metacognition.</p>	<p>Produce and deliver form tutor pack to explicitly teach metacognition programme.</p>		<p>£3,625 Termly and at data tracking point.</p>
	<p>Implement year surveys re. provision of Learning and exam support to identify key areas of needs.</p>	<p>With clear identification of the learning and exam support required by PP we can develop a tailored year by year intervention programme based on effective feedback.</p>	<p>Coordinate use of “Survey Monkey” to regularly identify support needs. Analyse survey data to inform delivery of additional exam support</p>	<p>JL KL</p>	<p>£47,021 Annual. Two Learning Mentors to support PP pupils.</p>
	<p>Deliver specific exam preparation skills programme for pupils throughout KS4. Provision of revision materials for PP pupils.</p>	<p>Informed targeted support eg revision skill, Will better prepare PP pupils for internal and external exams.</p>	<p>Timetable of tailor use of external and internal providers to deliver programmes. (Elevate Tassomai)</p>	<p>JL</p>	<p>Elevate - £6,000 Tassomai - £4,000 Annually and at each data tracking point.</p>

	Continued tracking of PP progress to inform intervention in all years.	To inform rapid and targeted intervention.	Ensure data is made available in a clear, accessible and easy to manipulate format for all staff.	JL KL	Termly and at each data tracking point.
	CPD for staff re. developing and using effective in class intervention strategies for PP pupils focusing on quality of pupil feedback.	EEF identifies the positive impact that improving the quality of pupil feedback can have on accelerating pupil progress.	Tailor use of external and internal providers to deliver staff CPD	JL KL	Termly
	Bidding pot created for academy staff to make funding requests.	Money set aside in the budget so that all staff can bid for additional funding to support education of PP students in the academy.	All staff to act on identified learning needs to support learning and progress.	KL/JL	Termly £2500

C Improved educational aspirations of more able PP pupils resulting in pupil progress values for more able PP pupils matching those of other pupils.	Timetable of annual pupil work scrutiny's.	Specific focus on ensuring PP pupils are working at the correct level and receiving quality feedback.	Coordinate range of work scrutiny reviews with T & L review.	JL VF	Termly Department Work Data tracking points
	Implement calendar of "raising aspirations for more able PP pupils" including day and residential visits.	Raising aspiration will motivate and help secure improved outcomes for our more able PP pupils.	Production of annual More able PP calendar by Dec 2018. Including Lancaster University residential trip and other raising educational aspiration visits for all years	JL/KL/JCW and more able year coordinators.	£10,000 Annually
	CPD for staff re. developing and using effective in class intervention strategies with an initial focus on "How the Brain Works" and "Quality of Pupil Feedback".	EEF identifies the positive impact that improving the quality of pupil feedback can have on accelerating pupil progress.	Tailor use of external and internal providers to deliver staff CPD	JL KL	500 x 4 (£2,000) CPD - £12,000 Termly

<p>D Improve KS4 curriculum offering more suitable and engaging public examination courses for pupils resulting in improved outcomes for PP pupils and a significant closing of the gap with other pupils nationally.</p>	<p>Review current KS4 curriculum courses and pathways with a particular emphasis on those courses available in the “Open” bucket. Ensure that the examination boards are suitable to the needs of PP pupils. Pursue Edexcel where possible.</p>	<p>Historic school Open P8 value has been lowest P8 value of all “buckets”. The P8 value in the “Open” Bucket being significantly below that of NPP pupils (Open P8 values 2016/17, NPP -1.112, PP -1.456). Some examination boards have a less restrictive focus on Literacy which would be of benefit to PP pupils who may have poorer literacy skill but good subject knowledge and understanding.</p>	<p>SK will lead whole school KS4 curriculum provision analysis, identifying and matching new curriculum subjects best suited to meet needs of pupils</p> <p>HoDs will review exam boards on an annual basis and lease with SK to inform curriculum development</p>	<p>SK</p>	<p>July 2018</p>
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	<p>Implement changes to GCSE courses currently being taken by KS4 pupils including current Yr11 pupils in identified "Open" buck courses, i.e. GCSE Music (BTEC), GCSE i-Media (Combination), GCSE Product Design (OCR</p>			<p>SK</p>	<p>Oct half-term 2018</p> <p>Purchase new equipment (£25,000) suitable for new exam courses including IT, Music, Photography and P.E.</p>
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E Increased attendance and reduced PA rates for all PP pupils resulting in improved progress values for PP pupils.	Carry out pupil survey on attendance issues (Survey Monkey). Combine with school data to identify PP pupils at risk re attendance PA and exclusion	School attendance and PA values for PP pupils are sig higher than that of other pupils and as such outcomes of PP pupils are adversely affected	Coordinate with school attendance team to collect relevant PP attendance and PA data on a weekly basis to inform rapid intervention.	JL/ST/Attendance team	Staffing –£29,557 Half termly
	Form mentoring group for PP PA girls.	Currently our PP girls are have been identified as having the highest PA values.	JL/ST and school mentors to set up mentoring group by End of Nov 2018.	JL/ST/Mentors	Staffing - £52,306 Termly
	Contribution to cost of school buses	To ensure PP students are able to access transport to and from school	Attendance Data	Attendance team	Weekly data ½ termly
Total budgeted cost					

i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Closing the gap in PP outcomes in English with other pupils Nationally	Employ Additional TA with A level English to support targeted pupils.	Small group work will facilitate improved pupil feedback and outcomes.	Monitoring of cohorts progress.	JL/NT	Staffing - £6,000 Termly
Closing the gap in PP outcomes in Maths with other pupils nationally	Employ additional TA with A level Maths to support targeted pupils	Small group work will facilitate improved pupil feedback and outcomes.	Monitoring of cohorts progress	JL/JR	Staffing - £6,000 Termly
Closing the gap between PP outcomes and that of other pupils nationally.	Targeted KS4 weekend and Holiday revision booster lessons	PP pupils are less likely to revise effectively at home. Less engagement in school life. DofE Support for equipment and expedition costs.	Target pupils in subjects with Heads of Departments Monitoring and evaluation of participation rates.	JL/HoDs	Termly Peri Music - £12,000 Support Materials - £6,000 DofE - £2,000 Curriculum trips £5,000

Reduction in PP PA and exclusion values	Targeted reward trips/activities at subsidised costs to enhance pupil engagement.	Current PP PA and exclusion rates.	Liaise with HoY and attendance to identify likely candidates and intervene before problems develop. Use of PSP with targeted students. Home school liaison officer to engage PP students.	JL/AN/ST SENDCo HOY	Termly PSP rewards - £500 Reward trips - £1,000 Prom - £500 £235,020
Boost PP pupil aspiration and secure appropriate post 16 destinations.	Targeted subsidised extracurricular/cultural experiences. Track Post Yr11 pupils re. NEET. Use school careers officer to ensure current pupils move to a post 16- placement that suits their ability/needs.	School PP NEET data. School data indicates that PP do not always progress to a post-16 destination that suits their abilities/needs.	Liaise with HoDs to identify experiences and appropriate pupils. JLB/JR coordinate NEET data. Careers interviews with individual pupils to ascertain chosen post-16 destination and pupils make a fully informed choice.	JL JLB JR	Termly
Total budgeted cost					

ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

