

# Central Lancaster High School 2017/18

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Central Lancaster High School				
<b>Academic Year</b>	2017/8	<b>Total PP budget</b>	£247200	<b>Date of most recent PP Review</b>	External March 2017 Internal Sept 2017
<b>Total number of pupils</b>	575	<b>Number of pupils eligible for PP</b>	242 (42.09%)	<b>Date for next internal review of this strategy</b>	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving grade 4 or above in E&amp;M</b>	38%	71.2%
<b>% achieving grade 5 or above in E&amp;M</b>	8%	49.40%
<b>Progress 8 score average (from 2017/18)</b>	-0.97	0.11
<b>Attainment 8 score average (from 2017/18)</b>	32.3	49.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Poor literacy levels; the barrier to improving attainment for PP students is the gap between the current levels of literacy and numeracy, and the requirements of the new GCSE specifications
<b>B.</b>	Low attendance including PA; the barrier to improving attainment is the high numbers of students with less than 95% attendance.
<b>C.</b>	Low aspirations; the barrier to improving attainment in some PP students is their current low aspiration, engagement with education.
<b>D.</b>	Low expectations; The barrier to improving attainment in some PP students is their current learning attitudes, engagement with education.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor parental support/ engagement; parental engagement of some families is poor

4. Outcomes
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attendance; PP attendance is in line with non PP attendance	Attendance data shows gap reduced to 0% 96% attendance target Improved attendance of PP PA
<b>B.</b>	The literacy levels of PP students and in particular, those PP who also have SEND, will improve. Internal assessments in literacy based subjects will prepare students fully for linear GCSE exam. Intervention to start in Year 7. Progress point assessments will show closing of gap. Work Scrutiny will evidence new literacy skills, including early assessment and feedback. The numeracy levels of PP students will improve, including in science, geography and other new GCSE's with increased numeracy content.	Assessments and monitoring of progress will show closing of gap. AR and AM programmes will show progress and closing of the gap. Work Scrutiny will evidence new numeracy skills, including early assessment and feedback.
<b>C.</b>	Reduced exclusions	Reduced number of internal exclusions Reduced number of fixed term exclusions Reduced number of permanent exclusions
<b>D.</b>	Increased parental engagement	Greater contact with PP parents; phone-call home, emails home, praise cards, attendance to parents' evenings, progress meeting
<b>E.</b>	Increased opportunities and broadening pupil experiences	Targeted options guidance, careers events, careers curriculum, drop down days, work experience, mock interviews, extra-curricular provision (including Duke of Edinburgh), educational and cultural visits, mentoring

5.	6. Planned expenditure					
Academic year		2017/18				
The three 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.						
i.	ii. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Progress review
Improved literacy	1:1 tutor intervention Small group intervention Accelerated Reader programme for Year 7-9 students 1x reading lesson per week for Year 7-9 students	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	The school librarian (VL) is to oversee resources and scheme development with Head of English (AN). Reading lessons held in the library for all KS, with direct access to library books, AR resources and PCs for online tests/quiz. Teachers delivering AR lessons will track and monitor pupil progress and award certificates to encourage further progress.	JEG AN VL	£40,306	
Improved numeracy	1:1 tutor intervention Small Group intervention Accelerated maths programme for Year 7-9 students Provision of calculators for all PP students	Following a pilot last year with a Year 7&8 group, we rolled it out to all KS3 pupils. The progress of individual pupils was very positive. We want to keep this strategy.	A teacher in the maths department (BP) will oversee resources and the scheme of work. Each maths department teacher will deliver the AM lesson once a week in a computer room (or book the tablets). The maths teachers will track and monitor pupil progress, and award certificates to encourage further progress.	PBS BP	£30,803	
Secondary Ready	Provision of nurture group to focus on meeting KS2 targets (secondary ready)	We piloted a Yr7 Nurture Group last year, with was very successful in progressing PP students to be secondary read. We want to continue with small group interventions with highly qualified staff are known to be effective. We want to use these sessions to build up skills in literacy and numeracy, as well as confidence, self-esteem and resilience. We recognize that an exit plan needs to be devised and gradually implemented for each child to ensure that they do not become dependent on the support.	A qualified primary school teacher will plan lessons based on the shortfall of skill acquired in the KS2 Sats. The sessions will take up 50% of the Year 7's TT and will take place where the pupils are unable to fully access and engage in the curriculum; maths, English, MfL and hist/ geog. These sessions will focus on the numeracy and literacy skills/ knowledge needed for 'secondary ready', as well as building confidence, self-esteem and resilience. Once the pupils have progressed to secondary ready, the teacher can then work with our	BA	£26,000	

Improved curriculum opportunities	Introduction of KS3 Technology (DT, electronics and textiles) Curriculum offer for KS4 2018 start in DT and textiles KS4 French part of KS4 options (no longer compulsory) KS4 curriculum offer of horticulture Changes to KS4 curriculum to ensure opportunities to meet Progress 8 measure	Design Technology was missing from our curriculum offer at KS3 and 4. We want to introduce DT at KS3 for 2017-18 and then to KS4 from 2018 so that a DT pathway is available. French has been a barrier to many of our students' progress. Many simply struggle too much to access the complexities of the MFL offer. This in turn has impacted negatively on self esteem and in extreme cases it has negatively impacted on attendance and general engagement in school. Horticulture was proven to be a popular option choice by a small cohort of students who benefit from a vocational and very hands on subject.	Our food tech teacher is also qualified to teach DT. We have developed the sixth form space into a DT room with machinery obtained by another school which is redeveloping its own curriculum offer. DT is offered on a fortnightly basis for KS3 and will appear on the options offer for Sept 2018 delivery. We have removed French from the options for Sept 2018. Current Year 11's who will not make good progress have been removed from the French classes and are accessing additional support for other subject areas. Horticulture is delivered by a part-time member of staff who has a specialism in this field.	DRC JOL	£32,968	
<b>Total budgeted cost</b>					£130,077	
iii.	<b>iv. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Progress review</b>
Targeted intervention for poor progress	1:1 intervention sessions Small group targeted intervention sessions (after school very Tuesday and Wednesday as part of directed time) Year 11 mentoring; weekly sessions with mentors (1:1 or pairs)	In previous years we have provided extra-curricular intervention, booster classes on a Saturday. Although these have proven to have a positive impact of pupil confidence and performance, we would like to offer more frequent and regular sessions on a weekly basis after school. We have redesigned the school day and calculated staff directed time so that these sessions can be timetabled and	Subject leaders will identify underachieving PP pupils, as well as those PP pupils not meeting their full potential. Extended Leadership post holder will coordinate TT of sessions. Class teachers will plan and deliver sessions to prepare for examinations.	HODs JOL HEW	£20,800	

Improved attendance	New incentives; fiver Friday, FT lucky dip, form breakfast for 100% attendance. Individualised action plans for PP attendance below 96% Individualised action plans for PP Minibus pick-up/ drop off for Ryelands and Morecambe students	Pupil attainment cannot improve if the pupils do not attend school. Poor attendance is a known barrier to pupils' progress. It is also recognized that pupils attending lessons for part of the day (going home, to a medical appointment of being internally withdrawn from afternoon lessons) has a negative impact on their attainment.	Use Keep Kids Safe text messaging to parents to remind about attendance and alert to non-attendance. Provide minibus shuttle service for pupils living in Morecambe/ Torrsiholme/ Reylands/ Heysham KS4 return to work style meetings with AO, DHT and parent Learning mentor boy/ girl group meeting with a focus on improving attendance. Rewards for improved attendance. Parental involvement	MA Achievement Leaders Form Tutors	£26,500	
<b>Total budgeted cost</b>					£47,300	
<b>v.</b>	<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Progress review</b>
Aspirations raised	Drop down days with workshops, visitors, trips; Special weeks with workshops, visitors, trips; Careers Fortnight, science, Extra curricula provision; Duke of Edinburgh (equipment/ registration costs for PP covered)	Giving PP students access to experiences they may not ordinarily access is vital in broadening their horizons. Many PP students do not know what opportunities are accessible to them and therefore cannot be expected to independently access them. Meeting people in careers, visiting workplaces etc can help a PP students set goals to achieve and map out a pathway to their goal. Activities such as DoE engage young people in independently organising voluntary work and developing new skills in a practical and social activity. The DoE also provides an opportunity for students to organise and go on expeditions in the local environment, which they may not ordinarily go to.	Staff members have been assigned to specific roles to ensure that extra curricular activities are organised, delivered and evaluated. PP students are targeted to be involved and their progress and feedback is monitored.	JOL JC GH HEW	£20,800	
Expectations raised	Mixed attainment groups introduced for Year7&8 Staff training on mixed attainment, teaching to the top, thinking hard	Mixed attainment groups will require teaching staff to teach to the top and provide resources for students to achieve the best outcome possible. In a school where there is a large cohort of middle attainers and a few high and low attainers, grouping by attainment is not a good use of	The Year 7&8 groups will be mixed attainment apart from the small Nurture Group. Staff training throughout the year will have a sharp focus on T&L for mixed attainment; differentiation, teaching to the top, thinking hard etc. Teachers will set ½ termly targets through the	DRC VJO	£20,800	

		resources. By making all teaching groups mixed attainment, there is more scope to make the groups smaller and change the dynamic as and when required. MA groups also rid of the so called 'sink group' where aspirations are maintained at a low level.	Teacher Learning Communities and will be required to evidence pupil progress via appraisal and performance management targets.			
Parent engagement improved	Positive communication via phonecalls, emails and face-to-face PP parents targeted for Parents' Evenings and 1:1 progress meetings Parent sessions on; parenting teenagers, drugs awareness, self-harm etc	It is recognised that those whose parent do not or rarely engage with school, perform below expectations. Our Parents' Evenings are reasonably well attended overall but not as well attended by parents of PP students. It is also recognised that parents and children respond well to positive engagement and communication.	PT and classroom teachers will be expected to make positive phonecall/ emails/ postcards home to PP students' (and non PP) parents. PP students' parents will be individually invited to Parents' Evenings via phonecall home. These activities will be monitored by Achievement Leaders and HoDs. We will engage with external organisations to plan and deliver parental support sessions.#	Form Tutors Achievement Leaders Subject Teachers VJO/ LM	£28,223	
<b>Total budgeted cost</b>					£247,200	

<b>Previous Academic Year</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: 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 with this approach)</b>
Improved Year 7 literacy progress	CPD for Accelerated Reader for staff delivering weekly reading lessons.	<u>Year 7 AR outcomes:</u> 65% made progress 12% remained the same  <u>Year 8 AR outcomes:</u> 68% made progress 3% remained the same	Both programmes show improved progress for PP students. We will continue with the programmes and ensure that staff are trained to deliver the programme during curriculum time.
Improved Year 7 numeracy progress	CPD for Accelerated Maths for maths staff delivering weekly AM lessons on PCs/ tablets	Year 7 and 8 all partaking in AM.  Year 7 shows 72% making good progress from T1-T4 Year 8 shows 89% making good progress T1-T4	Both programmes show improved progress for PP students. We will continue with the programmes and ensure that staff are trained to deliver the programme during curriculum time.

<p>A.Improved KS3 literacy progress</p>	<p>Provision of 1:1 and/or small group reading catch-up sessions.</p>	<p>Reading scores for Year 7 show very positive impact: Average reading accuracy- 6months Average reading comprehension- 11months</p> <p>Year 8 show very positive impact: Average reading accuracy- 7months Average reading comprehension- 16months</p>	<p>The 1:1 reading programme has been positive. However, during the latter part of the academic year staff absence has hindered the progress.</p>
<p>B.Improved KS3 numeracy progress</p>	<p>Provision of 1:1 and/or small group numeracy catch-up sessions.</p>	<p>Numeracy catch-up has had mostly positive impact: Year 7 80% making good progress Year 8 numeracy has 92% making progress Year 9 numeracy has 75% making progress</p>	<p>The 1:1 maths has been positive overall. However, this has not necessarily been reflected in curriculum progress data ie the same students are not making sufficient progress with their maths.</p>
<p>B.Improved Year 7 literacy and numeracy progress F.Improve self confidence, self-esteem and resilience</p>	<p>Provision of nurture group to focus on meeting KS2 targets (secondary ready)</p>	<p>All Nurture Group pupils have progressed in SATs maths, reading, writing and free write paper.</p> <p>Maths paper:</p> <ul style="list-style-type: none"> <li>• 33% L2</li> <li>• 50% L3</li> <li>• 17% L4</li> </ul> <p>Reading paper:</p> <ul style="list-style-type: none"> <li>• 17% L2</li> <li>• 50% L3</li> <li>• 33% L4</li> </ul> <p>Writing paper:</p> <ul style="list-style-type: none"> <li>• 33% L2</li> <li>• 67% L3</li> <li>• 0% L4</li> </ul> <p>Free write:</p> <ul style="list-style-type: none"> <li>• 17% L2</li> <li>• 50% L3</li> <li>• 33%L4</li> </ul> <p>All integrated into Year 7 lessons.</p>	<p>The Nurture Programme has had a positive impact on progress. Some students have moved from the Nurture group to mixed attainment groups. Whilst a few still remain in the Nurture Group, their progress has been positive.</p> <p>The Nurture Group programme will remain in place for Year 7 &amp; 8 cohorts for 2017-18.</p> <p>To further develop, a Nurture Pathway needs to be developed for KS4 curriculum 2018-19. The research and ground work for this will be carried out in 2017-18.</p>

C.Improved PP attainment in E&M	Small group intervention	<p>85% of PP pupils receiving intervention with MCA have made good progress since T2 assessments 50% of PP pupils receiving intervention with JO have made good progress since T2</p> <p><b>GCSE Results 2017:</b> 38% PP achieved L4+ in E&amp;M (nat 63%) 8% PP achieved L5+ in E&amp;M (nat. 42%) 46% PP achieved L4+ Maths (nat. 69%) 13% PP achieved L5+ maths (nat. 48%) 52% PP achieved L4+ English (nat. 67%) 23% PP achieved L5+ English (nat. 51%)</p>	<p>Small group intervention does not appear to have as great an impact as intended. The intervention was not as targeted on knowledge gaps as it could have been.</p> <p>This type of intervention is costly and has insufficient impact. A more targeted approach of intervention is required. This will take place during the directed time of department staff and will be based more accurately on knowledge gaps of learners.</p>															
C.Improved PP attainment including high ability PP pupils	Staff CPD	<p>Staff CDP had included: Great Expectations 1 Great Expectations 2 T&amp;L WG HEW leading MA audit and AP</p>	<p>Staff CPD was well received and attended. This is an on-going area for development and will be at the heart of Teacher Learning Communities for the next academic year. There will be a sharp focus on 'teaching mixed attainment' with appraisal objectives and CPD provision.</p>															
C.Improved PP attainment, including high ability PP pupils	Small group intervention	Sisra data	<p>Small group intervention does not appear to have as great an impact as intended. The intervention was not as targeted on knowledge gaps as it could have been.</p> <p>This type of intervention is costly and has insufficient impact. A more targeted approach of intervention is required. This will take place during the directed time of department staff and will be based more accurately on knowledge gaps of learners.</p>															
F. Improved Learning	Identify KS4 underachieving PP pupils and target for booster classes	<p>PP Pupils' progress since HT2 has improved overall see sisra for more information GCSE Results 2017: PP Progress 8 -1.1 (nat. 0.0/ 0.1) therefore sig. below national average and in bottom 10%</p>	<p>The booster classes were not well attended by PP students. Those that did attend performed better than those who did not. For 2017-18 intervention will be part of staff directed time, part of the school's TT and will be compulsory for every child to attend (incl PP).</p>															
E.Improved attendance	Attendance officer to focus on PP pupils with below 96% attendance. AO to draw up individual action plan for each PP pupil. AO to monitor and follow up with action plan interventions.	<table border="1" data-bbox="752 1054 1272 1145"> <thead> <tr> <th></th> <th>Boy</th> <th>Girl</th> <th>Aver</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93</td> <td>90.5</td> <td>91.8</td> <td>0</td> </tr> <tr> <td>NPP</td> <td>95.9</td> <td>94.8</td> <td>95.4</td> <td>+0.3</td> </tr> </tbody> </table>		Boy	Girl	Aver	+/-	PP	93	90.5	91.8	0	NPP	95.9	94.8	95.4	+0.3	<p>There have some improvements in this area and there are case studies on each PP child with attendance below 95%. The strategies to improve attendance will continue.</p> <p>Pupil Premium is the cohort that has the most significant impact on attendance. PP girls in Year 10 and Year 11 currently have the highest absence rates. 59% (62/105) of current PA cohort is PP.</p>
	Boy	Girl	Aver	+/-														
PP	93	90.5	91.8	0														
NPP	95.9	94.8	95.4	+0.3														



E.Improved punctuality	Attendance officer to focus on PP pupils with poor punctuality.	<table border="1"> <thead> <tr> <th></th> <th>Ht1</th> <th>Ht2</th> <th>Ht3</th> <th>Ht4</th> <th>Ht5</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>216</td> <td>184</td> <td>118</td> <td>114</td> <td>78</td> </tr> <tr> <td>N PP</td> <td>218</td> <td>231</td> <td>97</td> <td>112</td> <td>73</td> </tr> </tbody> </table>		Ht1	Ht2	Ht3	Ht4	Ht5	PP	216	184	118	114	78	N PP	218	231	97	112	73	Punctuality of PP pupils has greatly improved, so these strategies will continue.
	Ht1	Ht2	Ht3	Ht4	Ht5																
PP	216	184	118	114	78																
N PP	218	231	97	112	73																
D.Improved behavior	Pupil Inclusion Centre Manager to use Sims behavior records used to identify poorly behaved PP pupils. PIC Manager to draw up support plan for each PP pupil. PIC manager to monitor and track behavior points to inform exit strategy or step up action plan.	<p>17 Pupils have been placed on internal exclusion this year, 11 pupils are PPG</p> <p>65% of internal exclusions are PPG</p> <p>35% of internal exclusions are non-PPG</p> <p>60% of repeat internal exclusions are PPG</p> <p>4.3% of the current PPG cohort have had an internal exclusion</p> <p>1.2% of the current PPG cohort have had repeat internal exclusions</p> <p>1.5% of the current non-PPG cohort (395) have had an internal exclusion</p> <p>0.5% of the current non-PPG cohort have had repeat internal exclusions</p>	Whilst PP exclusions have improved the school since the previous year, it is recognised that improvements still need to be made. There will be a whole school review on behaviour and the systems used. CLHS recognises that there needs to be a push to ensure that all pupils, including PP pupils need to be in lessons to maximise learning- this will be a key aim of new systems put in place.																		
B.Improved Year 7 literacy and numeracy	Summer School for new intake September 2017 with one intensive week of numeracy and literacy focus.	Planning, marketing and delivery completed.	Summer School took place and was well attended by PP.																		