

GSHS Pupil Premium strategy: 2019-20

1. Summary information				
School	Great Sankey High School			
Academic Year	2019/20	Total PP budget (inc CLA/SGO/Adopted from care)	£200,135	
Total number of pupils	1646	Number of pupils eligible for Pupil Premium (inc CLA/SGO/Adopted from care)	213	

Introduction:

The Pupil Premium (PP) funding allocated to GSHS this year will focus on addressing the inequalities between disadvantaged pupils and their peers. The Pupil Premium was first introduced in April 2011 and is allocated to work with pupils who have registered for free school meals at any point in the last 6 years, Looked After Children (LAC) and children of service personnel. Nationally, these pupils achieve at a level significantly below those not entitled to the premium grant on all key indicators.

GSHS' allocation for 2019/20 is £200,135 for 213 pupils, although this is likely to be adjusted in March 2020 once the new year 7 and hence increased student numbers is taken into account.

The spend is forecast to be £201,233 and shortfall between final allocation and actual spend will be made up from the generally allocated grant (GAG). The school uses this funding to ensure all disadvantaged pupils achieve their potential and are supported in closing the gap to their peers. Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils.

The EEF Guide to the Pupil Premium (Education Endowment Foundation) was released in June 2019 to support schools in spending their Pupil Premium effectively to maximise the benefit for their students. The guide outlines effective measures based on evidence based research and we have adopted a tier based approach based on the evidence within the guide.

For 2019/20 the Government allocated the following amounts per secondary school pupil for three key areas:

- 1) £935 for those who have accessed free school meals in the past six years (FSM6).
- 2) £2300 for Looked After Children (LAC) and previously Looked After Children.
- 3) £300 for every pupil with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence. The service premium is not part of the pupil premium as the rules to attract the service premium are different and this funding is to help with pastoral support.

The following document details specific actions together with costs and impact for each element of our Pupil Premium spend.

PP Profile of GSHS 2019/20

Year group	Total	LPA	MPA	HPA	EHCP	SEN K	No SEND
7	56	11	22	22	2	7	47
8	54	11	21	21	4	3	47
9	36	9	16	11	1	4	31
10	38	7	20	11	2	6	30
11	29	4	14	9	2	2	25
Overall	213	42	93	74	11	22	180

2. Identified lines of enquiry (for pupils eligible for PP) 19/20

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

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|-----------|---|
| A. | Academic outcomes / progress – especially HPA PP |
| B. | Behaviour / engagement – especially current Year 11 & Year 9 |
| C. | Literacy / Numeracy - skills gaps on KS2 entry |
| D. | Aspirations & attitude to school – Focus on Options / Curriculum offer & CIAG |

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

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| E. | Attendance rates / PA - especially FSM |
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3. Outcomes overview 2019/20

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<u>Academic outcomes / progress</u> PP students will make progress in line with FFT targets PP achieve in line with national expectations for non PP All Year 11 PP make Progress 8 in line with non-PP national averages. All students, inc Yrs7-10 make expected progress	PP students will achieve in line with FFT targets / achieve positive P8 score _-0.04 2019, -0.12 2020) Attainment & Progress gap for PP v Non PP for HPA (as identified from KS2 scores) will diminish. Yr7-10 data will be robust and demonstrate progress made by PP students in line with expectations
B.	<u>Behaviour / engagement</u> Behaviour / engagement for identified students improves and correlates positively with academic performance. Monitoring of SIMS logs / data entries for targeted students.	Reduced number of behaviour points recorded for targeted group of students Increased number of rewards and House Points recorded. Data entry effort scores improve across subject areas. OTF Tracking data shows improved attainment and progress in line with target grades. COVID CLOSURES PREVENT ANALYSIS OF THIS
C.	<u>Literacy / Numeracy</u> PP students who do not meet expected standards (scaled score below 100 or 90?) and reading age below 10 years targeted following KS2 transition. Demonstrate progress in literacy and numeracy to support academic performance across all subjects.	Improved reading age Improved spelling age Literacy also evidenced using accelerated reader assessments. Progress in Maths & English in line with expectations
D.	<u>Aspirations & attitude to school</u> Student voice feedback from individuals within PP group highlights improved attitude to school with a sense of ownership in KS4 options / progression to KS5/Level3 qualifications. Understanding of progression / pathways – meaningful curriculum	Student voice feedback (PASS style Questions) demonstrates improved attitude to school and self. COVID CLOSURES PREVENTED COLLECTION OF STUDENT VOICE DATA Tracking data (behaviour, attitude to learning and academic data) demonstrates progress for PP students. Positive engagement with KS4 Options programme. PP students' progress to KS5, Level3 quals or apprenticeship / reduction in
E.	<u>Attendance rates / PA</u> Increased attendance rates / reduction in PA figures for PP students, with a particular focus on the FSM cohort. Maximise learning time – present & punctual.	Reduction of the number of persistent absentees (PA) among students eligible for PP, especially FSM students. Overall attendance of PP students, especially FSM, improves. Improved punctuality for school and / or lessons.

Outcome Ref	Action / approach	Evidence and rationale for this action / approach	Monitoring & Evaluation	Staff lead / Cost	Success Criteria
All	2019/20 PP Strategy launch from SLT Lead to all staff linked to our core values, including Governing Body High standards & expectations for all students based upon our core values.	Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils. Line of accountability from SLT – HoD – wider staff. Evaluate effectively the impact of strategies employed / VFM <i>Former Pupil Premium champion Sir John Dunford recommends that schools adopt high-impact strategies for maintaining the momentum of school improvement: "Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils".</i>	Lesson observation, learning walks, work scrutiny Student voice	PAM SLT (QFT) <u>Budget £0</u>	QFT analysis highlights PP non-negotiables implemented across whole school. As a school we changed our whole school approach to T & L moving away from non-negotiables not all monitoring & evaluation data indicates increased consistency across the school
A B D E	Quality First Teaching / In-depth CPD for staff. Transforming Teacher Programme. Focus on meaningful teacher feedback / student response (DIRT) Training and development of HoDs in the QA of teacher feedback / DIRT responses from students Development of peer and self-assessment as part of marking policy, inc clear policy and guidelines to identify which / when.	QFT – priority 1 for all students and a highest impact strategy according to Sir John Dunford: "An unerring focus on high-quality teaching." EEF also highlights meaningful feedback as high impact for low cost. 'Studies show very high effects on learning in general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.' AfL research indicates an impact of half a GCSE grade per subject is achievable,	Lesson observation, learning walks, work scrutiny Student voice SLT QFT meetings with HoDs	GB/ASD-All SLT & HOD through QFT PP Champions <u>Budget £32,652</u>	Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback Pupils are aware through meaningful feedback of what they are doing right (WWW) and what they need to do to improve (EBI) Pupil voice indicates their value of quality feedback QA process shows meaningful marking and feedback having a positive impact on pupil progress Pupil attitudes to learning are consistently positive

Outcome Ref	Action / approach	Evidence and rationale for this action / approach	Monitoring & Evaluation	Staff lead / Cost	Success Criteria
A B C D	Embed Skills 4 Success curriculum across Year 7 & 8	EEF suggests working with metacognition and self-regulation strategies add high impact for very low cost.	Scheme of work developed and implemented Student voice Learning walks	SBA / RMB <u>Budget</u> <u>£3750</u>	<i>Curriculum lead appointed and schemes created</i> <i>Study skills programme evident in Yrs 10 & 11 PDR</i> <i>Progress and development in preparation for exams / Assessments</i> <i>Changes to the 2020-21 curriculum model moving forwards mean that year 8 was not developed S4S now forms parts of PSHE provision</i>
A B C D E	Continue to refine data tracking systems across the school to forensically analyse pupil progress, attendance, conduct and well-being concerns. Refresher whole school training in the use of SMID analytics Aspirations for all in target setting – monitoring and intervention. Teacher training in developing subject tracking sheets This initiative is carried over from last year's plan as	Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear. EEF Rating: no rating available Hattie, Visible Learning, highlighted self-reported grades as key driver to student progress and achievement through ownership of target setting.	Data analysis Y7-10 using SISRA of disadvantaged pupil forecasts Weekly analysis Y7-10 of attendance of disadvantaged pupils Staff evaluation of data training Scrutiny of subject and class tracking sheets Reports to various stakeholders inc. Governing Body	PAM / CLK SLT (QFT) <u>Budget</u> <u>£6,180</u>	<i>Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils</i> • 97%+ attendance of disadvantaged pupils • All subject leaders / departments monitor and report accurately ensuring progress for all pupils / disadvantaged pupils is clearly identified Datcat introduced 2020-21 to facilitate subject leader analysis

Outcome Ref	Action / approach	Evidence and rationale for this action / approach	Monitoring & Evaluation	Staff lead / Cost	Success Criteria
C D A B	Improve Literacy levels for disadvantaged pupils through targeted literacy support work Accelerated Reader, Rugby Reading Champions, Thinking Reading AR across all of Year 7 in core English curriculum time Target support with primary schools within MAT to ensure students are "secondary ready"	Targeting Accelerated Reading Programme at disadvantaged pupils with low scores in reading comprehension Library provision extended to facilitate improved access and update of the Library stock On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. EEF Rating: Moderate impact 5+ months Primary transition to high school ensuring 'Secondary Readiness' is crucial in preventing the widening of gaps in Maths and English.	AR reading tests (termly) Student reading logs LRC Access Learning walks	Literacy Lead HoD Eng KS3 Lead Eng Accelerated Reader lead PAM HODs – <i>Math</i> / <i>Eng</i> <u>Budget = £9,135</u>	Progress and development within AR programme The development of reading, writing and communication across the curriculum improves rapidly Systems for the tracking of chronological reading age to actual reading age embedded
A B D E	Appointment of Deputy Head of House with specific focus on PP students. Parental engagement programme Parental support sessions to encourage parental engagement in learning Pastoral Support Staff develop relationships with the children on a personal level, as well as with parents	Parent involvement earlier is proven by EEF to impact positively on academic achievement and engagement. Research shows the more parents get involved with school the more likely their child will: Achieve better grades Score more highly in tests Higher attendance rate Improved social skills More likely to complete homework Have a more positive attitude to school More likely to graduate from Higher education <i>Parent Partnership Research</i>	Parental questionnaire and survey data Data analysis Attendance data Student Voice	PAM PP Champions HoDs & HoH <u>Budget £10,580</u>	90% + parental engagement at identified sessions 90%+ positive feedback from parental sessions 97%+ pupil attendance Parent voice indicates improvement in communication and partnership with parents/carers
					Red are unable to complete

Outcome Ref	Action / approach	Evidence and rationale for this action / approach	Monitoring & Evaluation	Staff lead / Cost	Success Criteria
D B E	Improved engagement in wider school life / access to enrichment E.g. Funding for DofE & Music lessons	EEF suggests outdoor adventure learning adds moderate impact for moderate cost. Learning a musical instrument has shown to impact positively on progress and attitude to learning, resilience and numeracy skills.	Student voice House Points and Behaviour Points data Attendance and participation logs	PP LAC Champion Music / DofE leads <u>Budget £30,580</u>	Increased number of PP students engaging in DofE and / or music tuition Improved attitudes to learning as evidenced by student voice and attendance at school
D B A	Raising aspirations, especially boys University visits and aspirational careers support. Future First Programme 1:1 mentoring sessions for those with ingrained low aspirations. Signpost Student Leadership opportunities Enhanced Scholars Rewards programmes for students, recognising commitment to extra-curricular activities Peer tutoring / peer mentor support for PP students – BHC Ambassador Buddy CIAG SLA Options support / pathways and priority for careers advice given	Pathways, opportunities, guidance shared with students to help raise/ support aspirations. 'On average Social and Emotional Aspects of Learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. SEAL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils'. There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months Enhanced rewards system to improve engagement / attitude to school and self. EEF suggests peer support offers moderate impact for very low cost. Engage students in options programme / future pathways and aspirations. Students choosing appropriate courses at KS4 will make improved progress	Student voice Analysis of KPIs for identified pupils: House Points and Behaviour Points data Attendance and participation logs KS4/5 Destinations	PP Champion LAC Champion RMB CIAG Lead <u>Budget £9,240</u> RMB & PAM PP Champion LAC Champion <u>Budget £10500</u>	Improvement in the academic outcomes and engagement of pupils who are disadvantaged Raised self-esteem of pupils as evidenced in pupil voice Improved attitudes to learning as evidenced by pupil voice and attendance at school Increase in House Points for positive engagement and associated reduction in sanctions for negative behaviour Reduction in the use of internal and fixed term exclusion Increased engagement in student leadership opportunities Support fulfilment of Gatsby benchmarks Covid closures prevented actions on this

Outcome Ref	Action / approach	Evidence and rationale for this action / approach	Monitoring & Evaluation	Staff lead / Cost	Success Criteria
E B D A	Attendance of PP will be monitored and personalised plans put in place for those at risk. MAP – Maximising Attendance Plan Attendance Officer appointment and Attendance SLA	For students to maximise learning opportunities, they need to be in school. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance data reports % Attendance % PA	JM PP Champion HoH <u>Budget £24,500</u>	% Attendance for PP improves % PA for PP decreases
B D A E	Improved access to learning resources through Homework Clubs	Support for students to provide a positive environment to complete homework / extended study After school homework clubs for those who do not have access to private space, ICT or parental support at home Implement SIMS Homework function for parent access across school Training of staff in setting quality relevant home learning, including flipped homework EEF evidence suggests that homework in a secondary school has moderate impact for low cost.	Work scrutiny of schemes of work for homework info Attendance data for HW Club Pupil survey	PP and LAC mentor <u>Budget £4540</u>	Increased % of PP students accessing HW club Increased number of HW House Points for PP students SIMS HW rolled out to parents across whole school Covid closure prevented actions on this
A B C D	Adding additional capacity to further the influence and performance of the Maths and English Faculties Increased staff expertise in the use of differentiated approaches for teaching and learning and additional interventions for those who are disadvantaged	Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil's will achieve will increase. EEF Rating: Moderate impact +3 months	Lesson observation Learning walks Work scrutiny Data analysis using SISRA	HoD SLT Line Manager <u>Budget £31,750</u>	English & Maths P8 element Diminish in school gap v non-PP Progress for PP students is at least good Increase in reading age, reading scores and spelling, punctuation and grammar measures for Yrs 7-11 students

A B C D	Adding additional capacity to the Pastoral Support Team to work closely with all students and especially PP / LAC students. Therapeutic Counsellor Learning Mentor House Officers	Pathways, opportunities, guidance shared with students to help raise/ support aspirations. 'On average Social and Emotional Aspects of Learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. SEAL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils'. There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months	Student voice Analysis of KPIs for identified pupils: House Points and Behaviour Points data Attendance and participation logs KS4/5 Destinations	JM & PAM <u>Budget £27,826</u>	Improvement in the academic outcomes and engagement of pupils who are disadvantaged Raised self-esteem of pupils as evidenced in pupil voice Improved attitudes to learning as evidenced by pupil voice and attendance at school Covid closure prevented review of this
				Total £201,233	

Appendices:

Appendix 1: The Sutton Trust poll found a mixed picture in terms of what schools were doing. In terms of priorities for Pupil Premium funding, most teachers cited early intervention schemes (27 per cent), followed by one-to-one tuition (12 per cent) and teaching assistants (12 per cent). Of greatest concern, however, was that almost a fifth (17 per cent) of respondents said they didn't know what their school's main priority was.

Former Pupil Premium champion Sir John Dunford recognises the enormous pressures schools are under and he recommends that they adopt high-impact strategies for maintaining the momentum of school improvement. Sir John's 25 top low-cost strategies are as follows:

1. An ethos of attainment for all pupils – high aspirations and expectations for all.
2. An unerring focus on high-quality teaching.
3. Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.
4. Identifying the main barriers to learning for disadvantaged pupils.
5. Frequently monitoring the progress of every disadvantaged pupil.
6. When a pupil's progress slows, putting interventions in place rapidly.
7. Deploying the best staff to support disadvantaged pupils – developing the skills of existing teachers and teaching assistants.
8. Collecting, analysing and using data relating to individual pupils and groups.
9. Evaluating the effectiveness of teaching assistants and, if necessary, improving this through training and better deployment.
10. Using evidence (especially the Teaching and Learning Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. High-impact, low-cost strategies include the following seven strands (with links to the Teaching and Learning Toolkit evidence):
11. Feedback (<http://bit.ly/2GqNPqX>).
12. Meta-cognition (<http://bit.ly/2FAZ2b0>).
13. Mastery learning (<http://bit.ly/2FzISPb>).
14. Reading comprehension (<http://bit.ly/2FOEqvr>).
15. Collaborative learning (<http://bit.ly/2pgw9pU>).
16. Oracy interventions (<http://bit.ly/2HyTpGO>).
17. Peer tutoring (<http://bit.ly/2paVIOo>).
18. Replacing some one-to-one support with small group work.
19. Evaluating the effectiveness of interventions and making adjustments as necessary.
20. Agreeing that when staff mark a set of books, they mark the books of disadvantaged pupils first.
21. In-depth training for all staff on chosen strategies.
22. Teachers knowing which pupils are eligible for Pupil Premium.
23. Using performance management to reinforce the importance of Pupil Premium impact.
24. Training governors on Pupil Premium.
- 25. Having a senior leader in charge of Pupil Premium spending and impact.**