



GUISELEY SCHOOL

Pupil Premium Strategy – 2019-20

1. Summary information					
School	Guiseley School				
Academic Year	2019-20	Total PP budget	£178,903.37	Date of most recent PP Review	03/18
Total number of pupils	1146	Number of pupils eligible for PP	177	Date for next internal review of this strategy	01/20

2. Current attainment				
	Pupils eligible for PP (Guiseley School) 2018	Pupils eligible for PP (Guiseley School) 2019	Pupils not eligible for PP (Guiseley School) 2018	Pupils not eligible for PP (Guiseley School) 2019
Progress 8 score average	-0.86	-0.42	-0.07	0.01
Attainment 8 score average	34.9	35.10	49.5	50.6
Progress 8 score average in English	-0.94	-0.30	-0.02	0.09
Progress 8 score average in Mathematics	-0.58	-0.17	0.14	0.12
Progress 8 score average in EBacc subjects	-0.53	-0.26	0.16	0.16
Progress 8 score average in the Open group	-1.28	-0.82	-0.49	-0.30

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Quality of teaching and engagement in lessons
B.	Literacy
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
C.	Engagement with and investment in school life, including wider school life, homework and behaviour
D.	Attendance
E.	Parental Engagement

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improved academic outcomes (measured by Progress 8 in Y11 and by assessment point data in Y7-10) for PP cohort	P8 scores for PP 2019 Y11 PP cohort will be +0.10
B.	Improved reading ages as measured by reading tests taken both before and after the intervention	All PP students to have increased their reading age by a minimum of 1 year from point of testing
C.	Greater numbers of PP students taking part in extracurricular activities and therefore engaging with school, measured through attendance figures Greater number of PP students being eligible for rewards Fewer disadvantaged pupils receiving FTEs	Disadvantaged take up of extra-curricular offer is 50% Disadvantaged engagement in House events is 18% 75% of disadvantaged students be eligible for a reward Reduction in FTE of disadvantaged pupils to below the national average
D.	Attendance for PP students improves with a reduced gap between PP and Non-PP students. PP students are in school more, resulting in improved outcomes measured through attendance figures and P8 outcomes for Y11	Disadvantaged Attendance: 92% Disadvantaged PA: 20%
E.	Increased parental engagement of PP families with school and at evening events, measured through attendance figures	70% average attendance at after school events from disadvantaged families

5. Planned expenditure					
Academic year	2019-20				
i. Quality of teaching and engagement in lessons					
Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	By when?	Cost
Embed grouping structure focusing on Open Group subject areas for Y8 classes, matching PP pupils with high quality, specialist teachers	ATL data for these groups shows higher ATL than in non-linear subject	NFER 7 Building Blocks of Success: High quality teaching for all	RPT/CMR	Sept 2019	Time
Embed new setting guidelines in core subjects for PP students with curriculum leaders, focusing on placement of HAP and MAP PP students in order to raise aspirations	PP pupils make more rapid progress than non-PP pupils in the y8 groups PP MAP and HAP students in the higher sets to make more progress than non-PP	NFER 7 Building Blocks of Success: Deploying staff effectively NFER 7 Building Blocks of Success: Whole school ethos of attainment for all Ofsted Report 2012 'How schools are spending the funding successfully to maximise achievement' - Top gap busters The EEF Guide to Pupil Premium (June 2019)	CLs and SVY/RPT	Sept 2019	
Invest in targeted CPD to improve the practice of those teachers who have groups heavily populated with PP pupils and secure 'outstanding' outcomes		NFER 7 Building Blocks of Success: High quality teaching for all	KCK	Nov 2019	Personnel %: £7,325 CPD training: £1500

	DC data to show PP pupils making more rapid progress in these subjects than non-PP peers	EEF: The Attainment Gap Report (2018)			
In subjects where the PP P8 is below national average or there is a significant gap between PP and non PP Curriculum Leaders must explicitly address this in their DDP as an Action Point, identifying strategies they will put in place and any CPD requirements to help improve the P8		NFER 7 Building Blocks of Success: High quality teaching for all	KCK/SVY/RPT	Nov 2019	
To monitor and provide support for GCSE groups that contain the highest proportion of disadvantaged student Leadership Team on call rota to direct senior leaders to these groups to support positive behaviour and monitor ATL.		EEF T&L Toolkit – Behaviour Intervention. Impact +3 months	LT	Ongoing On call rota to be created by Oct 2019	Time
Embed the use of PP Teaching and Learning passports: All T&L passports to be updated by form tutors/pastoral teams each half term and repopulated for staff. Staff to receive quality training on the use of T&L passports, where they are kept and how staff can use them to differentiate for these students in lessons for new staff T&L passports to be used as a key document in TAC meetings or behaviour/mentoring meetings with pupils/parents. It will be the conduit through which key strategies can be shared with staff.	95% of LWs show the information in these is being used and applied to narrow the gap	NFER 7 Building Blocks of Success: Meeting Individual needs Ofsted Report 2012 ‘How schools are spending the funding successfully to maximise achievement’ - Top gap busters	RPT/PCA	Half termly Sept 2019 Half termly	Time

<p>All staff to provide annotated seating plans demonstrating knowledge of students and seating/grouping for PP pupils that will have impact on their progress. Evidence of plan-do-review should be seen.</p> <p>Leadership Team and Curriculum Leaders to provide staff with feedback on use of MINTclass following learning walks/observations with regards to how effective these seating/grouping strategies are for PP students. Staff will be directed to review their seating plans accordingly.</p> <p>CPD training will be provided for staff where there are areas for improvements in terms of planning for the progress of PP students</p>	<p>90% of learning walks to classes show seating is carefully planned to overcome barriers and support learning of PP students</p>	<p>NFER 7 Building Blocks of Success: Data driven response to evidence</p> <p>NFER 7 Building Blocks of Success: Meeting Individual needs</p>	<p>All staff</p> <p>SVY/KCK/RPT</p> <p>CLs and LT</p> <p>KCK</p>	<p>Half termly monitoring</p> <p>Following each round of LWs</p>	<p>Personnel %: £12,117</p>
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Total budgeted cost 20,942

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	By when?	Cost
<p>Identify pupils who will struggle to revise at home (using Teaching and Learning passports) and invite them to homework club to support their revision, providing them with qualified support staff to support their revision work</p> <p>Provide PP students with revision materials and core curriculum texts to support revision.</p>	<p>Year 11 outcomes for these targeted students to exceed DC1 projections</p>	<p>NFER 7 Building Blocks of Success: Meeting Individual needs</p> <p>EEF T&L Toolkit – Homework (secondary) Impact +5 months</p>	<p>RPT</p> <p>CLs</p>	<p>By Jan 2020</p>	<p>Personnel %: £1703.37</p> <p>Curriculum materials/equipment: £5,400</p>
<p>1:1 tuition provided for core subjects where an individual PP student is unable to access the curriculum in school or alternative provision is necessary to ensure the student engages with education, creating a personalised pathway</p>	<p>Year 11 outcomes in English and Maths for these targeted students to exceed DC1 projections</p>	<p>EEF T&L Toolkit – Individualised instruction. Impact +3 months</p>	<p>FGR/PCA</p>	<p>Ad hoc</p>	<p>Personnel: £3,320</p> <p>1:1 tuition: £1000</p> <p>Alternative provision: £15,675</p>

<p>Allocated staff and 6th Form students undertake 1:1 work with identified disadvantaged students, listening to them read for ½ an hour each week, using reading age appropriate texts, designed to engage teenagers with low literacy levels.</p> <p>Train and monitor mentors effectively to ensure progress</p>	<p>Reading age retested and to have, on average, improved by over 9 months from initial testing</p> <p>Year 11 outcomes have shown a reduction in the 'fail rate' of PP students identified as having poor literacy, who are currently educated in school, from 2019</p>	<p>EEF T&L Toolkit – Reading Comprehension strategies. Impact +6 months</p> <p>Ofsted Report 2012 'How schools are spending the funding successfully to maximise achievement' - Top gap busters</p>	RPT/FGR	Oct 2019	<p>Personnel %: £8,078 £3,320</p> <p>Texts for reading scheme: £1500</p>
<p>Whole school reading programme developed and implemented that encourages a culture of reading and especially supports disadvantaged students with lower reading ages</p>	<p>LW and student indicates a strong impact in the use of shared and guided reading strategies across school; student voice indicates that students are increasingly confident in tackling tier 2 and 3 vocabulary.</p>		KCK/ETN	Nov 2019	<p>Personnel %: £3,663</p>
<p>Individual support for uniform, planners, equipment etc</p>	<p>Creating equity between students to ensure they are able to comply with school expectations/uniform expectations</p>	<p>NFER 7 Building Blocks of Success: Meeting Individual needs</p>	CBN	Ad hoc	£12,000
<p>Targeted PP intervention to take place during Enrichment in English and Maths once a week for those who have gaps in their knowledge</p>	<p>Rapid progress is made between DC points and PP students who have received intervention are no</p>	<p>NFER 7 Building Blocks of Success: Deploying staff effectively</p>	RK/CME/SVY	Nov 2020	Time

	longer below target following the extra input Year 11 outcomes in English and Maths for these targeted students to exceed DC1 projections	Ofsted Report 2012 'How schools are spending the funding successfully to maximise achievement' - Top gap busters			
Total budgeted cost					£54,159.37
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	By when?	Cost
Attendance strategies applied exclusively to PP cohort by designated individuals e.g absence challenged by calls home and visits	Disadvantaged Attendance: 92%	NFER 7 Building Blocks of Success: Addressing behaviour and attendance	RPT/ST	On going	Personnel %: £12,117 £14,710 £7,612
Parents of new Y7 PP students with a history of poor attendance to be contacted by Attendance Officer before the new year begins to offer support and establish expectations surrounding attendance.	Disadvantaged PA: 20%	Ofsted Report 2012 'How schools are spending the funding successfully to maximise achievement' - Top gap busters	ST/HAO	Sept 2019 and July 2020	£7,426 £8,086 £6,774 £7,215 £7,097
Transition meetings established between pastoral teams during 'handover period' to identify key pupils for attendance staff to work with	80% of pupils on trackers improve their attendance	EEF: The Attainment Gap Report (2018)	Pastoral Leaders and ST	Sept 2019 and July 2020	£1,587 £1,400 £1,460
All PP students with attendance of 90-93% are placed on a personalised attendance tracker and meet with the pastoral team to discuss an action/support plan to pre-empt those who could become PA. Pastoral teams monitor and meet with these students regularly as well as make contact with home			RPT to QA Pastoral leaders/FTs and ST	Ongoing QA compliance checks half termly	

<p>Pastoral teams to devise bespoke strategies and rewards for identified 'Focus 14' PP PA pupils</p> <p>Regular schedule of home visits to support families of disadvantaged students in getting their children to school, including the newly appointed SSPO</p> <p>Travel costs for disadvantaged students to be covered where students are unable to get to school due to medical reasons of family circumstances</p>	<p>80% of pupils in the 'Focus 14' move out of PA</p>		<p>RPT and Pastoral teams</p> <p>ST/JQ/AB/EGY</p> <p>CBN</p>	<p>Half termly meetings</p> <p>Established Sept 2019 and impact reviewed weekly</p> <p>Ad hoc</p>	<p>Travel costs £1700</p>
<p>Text messages sent to all Y9-11 parents on a weekly basis, informing them of key learning in core subjects.</p>	<p>Disadvantaged Attendance: 92%</p> <p>Disadvantaged PA: 20%</p>	<p>EEF T&L Toolkit – Parental Engagement. Impact +3 months</p>	<p>RPT and Core CLs</p>	<p>Weekly</p> <p>Impact monitored half termly against attendance data</p>	<p>Personnel %: £6,058</p> <p>Text message cost: £1500</p>
<p>KS teams to make regular contact with home to encourage PP families to engage with school events and send reminder text messages</p> <p>Where PP parents cannot attend evening events, offer alternative times to come into school or alternative methods of communication.</p> <p>Offer transport/possible childcare to engage families</p>	<p>70% average attendance at after school events from PP families</p>	<p>EEF T&L Toolkit – Parental Engagement. Impact +3 months</p>	<p>RPT and Pastoral Leaders</p>	<p>Before every event</p> <p>Impact monitored after every event</p>	<p>Personnel %: £1,522 £1,485 £1,617 Personnel %: £1,355 £1,443 £1,419</p> <p>Transport: £500</p>
<p>Subsidised extra-curricular visits/events</p> <p>Subsidised music lessons</p> <p>Targeted staff nominations for PP students to stand for Student Leadership to support wider participation</p>	<p>Dis extra-curricular: 50% take up</p> <p>Dis: 75% of students to receive a reward</p>	<p>EEF T&L Toolkit – Sports Participation. Impact +2 months</p> <p>EEF T&L Toolkit – Arts Participation. Impact +2 months</p>	<p>CBY and CLs</p> <p>LHY</p>	<p>On going. Impact/take up monitored half termly</p> <p>Sept 2019</p>	<p>Music lessons: £3,200</p> <p>Subsidised trips/external agencies: £5,000</p> <p>Personnel %: £2,019</p>

<p>Rewards offer to be opened up and a wider range of rewards to be on offer to engage PP students</p> <p>Offer of House events to appeal to a wider range of students and be held at times when disadvantaged can access (during the school day). Not to be limited by cost or access to equipment.</p>	<p>PP engagement in House events is 18%</p>	<p>Ofsted Report 2012 'How schools are spending the funding successfully to maximise achievement' - Top gap busters</p>	<p>RPT</p> <p>LHY</p>	<p>Monitored half termly</p> <p>Impact monitored half termly</p> <p>Impact monitored after every house event</p>	
Total budgeted cost					£103,802