



Pupil Premium Strategy – January 2017-18

Context

School

Guisoley School is situated in the North West of Leeds, with the majority of students coming from the wards of Guiseley, Rawdon and Baildon, characterised by high rates of adult higher education, high class social households and low levels of overcrowding. Attainment on entry is above local authority and national averages, reflecting the full ability range.

Free school meals stands at 19.9% (nationally 28.7%). Special Educational Needs students comprise 6.7% (nationally 12.4%) and students with Education Health Care plans make up 0.4% of the school (nationally 1.8%) Students who come from minority ethnic backgrounds are 13.8% (nationally 26.9%) Students for whom English is not their first language are 3.3 % (15.1% nationally).

The school has 9 looked after children. Attendance is above national averages for most groups. The school's attendance for the academic year 15/16 was 95.2 % (nationally 95.0%). Persistent absentees stood at 11.5% (nationally 12.4%). School stability is 90.8% (nationally 91.9 %). School deprivation indicator is 0.09 (nationally 0.20).

Strategy

In 2016-17 outcomes for disadvantaged students at Guiseley School did not diminish the difference to the national progress of students. Subsequently, the pupil Premium Strategy was revised. The Ofsted inspection of October 2010 highlighted that *"The progress of disadvantaged pupils is not consistently good across the curriculum. The school's strategies to improve the progress of disadvantaged pupils have not had sufficient impact"* whilst also recognising that *"Leaders now have a stronger plan in place, which identifies barriers to learning combined with a clear set of actions to support disadvantaged pupils. This is having some impact."*

Ofsted recommended a pupil premium review which was scheduled in January 2018. The outcomes of the review have been addressed in this revised strategy document. The strategy will be reviewed in August 2018 when outcomes for 2017-18 are known and the impact of the strategy can be fully assessed.

The recommendations of the Review can be found in Appendix A. These are also cross reference in the section headings to cross reference where the strategy meets these recommendations.

1. Summary information					
School	GUISELEY SCHOOL				
Academic Year	2017-18	Total PP budget ¹	£194,770	Date of most recent PP Review	January 2018
Total number of students	1365	Number of students eligible for PP	218	Date for next internal review of this strategy	August 2018

2.		3. Current attainment (2016-17)		
		Students eligible for PP (Guseley school)	Students not eligible for PP (Guseley School)	Students not eligible for PP (National average)
Progress 8 score average		-0.68	-0.26	-0.03
Attainment 8 score average		36.1	47.5	49.4
% Students achieving grade 5 in Maths and English		23%	52%	39%
EBacc pass rate		13%	36%	25%
Key barriers to future attainment for disadvantaged students;				
1	Attendance of disadvantaged students			
2	Ethos - Teaching and the curriculum needs to better engage, stretch and challenge disadvantaged students			
3	Engagement			

Note 1: Budget includes funding for disadvantaged, service and adopted cohorts and excludes funding for children looked after.

Guiseley school Pupil Premium action plan 2018-19 updated March 2018

Aim 1: Attendance	Pupil Premium Review recommendations addressed: B2, B3				
PP attendance is at least in line with national average	Actions	Lead	cost	Impact measure	Target – Autumn 2018
	<p>Leadership of PP devolved to one of Deputy Heads. Disadvantaged strategy coordinator to work primarily with Attendance Officer to support.</p> <p>Attendance strategies applied exclusively to PP cohort. Attendance rewards introduced to be provided for all students including certificates, house points form cup. Rewards marketed more explicitly.</p> <p>Break and lunch drop-ins/coaching for specific cohorts b. Refine tier interventions in order to prioritise students with 93% and above attendance with clear actions identified.</p> <p>Progress Leaders to develop interventions overview for PP students. Deputy Head to create and ensure implementation of PP attendance action plan.</p>	<p>PP coordinator for attendance</p> <p>Attendance officer</p> <p>Progress and Achievement Leaders</p> <p>Attendance Officer</p>	<p>Salary costs: £52,554</p>	<p>PP attendance % is measured weekly against non-PP attendance and national PP and non PP attendance</p> <p>Individual PP students in different attendance cohorts have personal attendance targets and monitoring</p>	<p>PP attendance is at 94%:</p> <p>Y7: 96%</p> <p>Y8: 96%</p> <p>Y9: 90%</p> <p>Y10: 91%</p> <p>Y11: 92%</p>

Aim 2: Ethos	Pupil Premium Review recommendations addressed: A1, A2, A3, C1, C3, C4				
Disadvantaged students are engaged with learning and are experiencing stretch and challenge adapted to their starting points	Actions	lead	cost	Impact measure	Target – Autumn 2018
	<p>Staff development to focus on stretch and challenge.</p> <p>In class interventions to support and challenge according to needs</p>	<p>Deputy Head</p> <p>Staff development lead.</p>	<p>Training time.</p>	<p>Evidence from school monitoring systems</p>	<p>2017-18 GCSE cohort to achieve a Progress 8 outcome of between -0.15 and 0.5</p>

Aspirational presentations to encourage ambition and stretch	PP students have the same levels of progression to education, employment and training as their non-PP peers. Rewards explored for use of revision tools such as SAM learning.	Key Stage Co-ordinators	Cost of speakers: £800 (est.)	Student voice Ebacc uptake	Evidence that HAP students' outcomes are improving across KS3 and 4.
Literacy and numeracy related barriers to learning are removed to allow PP students to catch up and make progress in line with non PP peers	Dyslexia and Maths support in registration. Accelerated Reader. SAM learning Extra Literacy support y10-11.	Curriculum Leaders Library Staff	Support programmes £1300	Dyslexia and Maths assessments AR participation STAR Reader Progress data	Catch-up PP students to make progress in line with non-PP peers. IDL students make 2 months average RA progress since March.
Increase PP use of the library and engagement in reading related activities	Form tutors to raise profile of literacy events and celebrations	Key Stage Co-ordinator Progress Leaders Form Tutors	Salaries £30,000 Text books £4,805	Same % of PP students accessing the library at lunchtime/taking out loans as non-disadvantaged	PP students are as engaged with library related events as their peers.
Teaching is consistently good	Training focus on stretch - e.g. collaboration, marking and feedback, metacognition. Training plan revised to build upon strengths and areas for development identified through QA.	Deputy Head Staff development lead	Training £26,650 (proportion of salary costs)	Progress 8 shows impact. Monitoring and evaluation process.	Increased consistency shown in evidence of good lessons-in LWs as well as observations. 75% lessons consistently good
Reports and monitoring systems support better identification of PP students falling behind.	Systems implemented to produce half and termly reports to target interventions. PP to be standing item on all agendas Monitoring objectives on performance management regarding disadvantaged. External LEA PP review to be completed Feb 23 rd .	Deputy Head Staff development lead		DC progress data	2016-18 GCSE cohort to achieve a Progress 8 outcome of between -0.15 and 0.5

Consistency in marking	Bespoke marking causes PP students to respond to advice that accelerates progress	Deputy Head		Monitoring and evaluation process	2016-18 GCSE cohort to achieve a Progress 8 outcome of between -0.15 and 0.5
Curriculum suited to needs of all students	<p>Students in KS3 identified who do not suit main curriculum are given bespoke programme of study e.g. in ARCC.</p> <p>Year 8 students to make guided options choices for Humanities and MFL.</p> <p>Adapt the current year 10 curriculum to better suit identified PP.</p>	Deputy Headteacher (Standards) Assistant Headteacher (Curriculum)	<p>Staffing Offsite provision costs per student. Home learning. Nurture</p> <p>£11, 475</p> <p>NISI: £2,750</p>	Visits to off-site providers	<p>2016-18 GCSE cohort to achieve a Progress 8 outcome of between -0.15 and 0.5</p> <p>Behaviour record shows students engaged in learning</p> <p>Students' attendance in this cohort 95% or above improving.</p>

Aim 3: Engagement	Pupil Premium Review recommendations addressed: B1, B3, C4				
	Actions	lead	cost	Impact measure	Milestone April 2018
PP students are engaged with learning and have positive attitudes to learning: Punctuality Behaviour Rewards	<p>Behaviour support worker to assist with group interventions and transition between absence and returning to mainstream lessons.</p> <p>New Behaviour policy introduced and to be consistently applied including use of rewards.</p> <p>Explore peer mentor scheme</p>	Key Stage Co-ordinator	Behaviour Support Workers £27,560 (prop)	Punctuality data Attendance Data Exclusion rates	<p>PP attendance is at 94%</p> <p>Y7: 96%</p> <p>Y8: 96%</p> <p>Y9: 90%</p> <p>Y10: 91%</p> <p>Y11: 92%</p> <p>50% reduction in exclusions.</p>

Extra-curricular activities	All trips and extra-curricular activities to monitor PP uptake. Minimum 55%, target 75% Targeted invitations to clubs/trips for PP students	Disadvantaged Lead	Music lessons £3,160 Trips £1,900	Trip and extra- curricular registers	Student and parental voice suggest.
Improved parental engagement	Meetings during parent evenings to focus on identified areas of need. Website reviewed and updated for PP clarity	Deputy Headteacher	Time and extra admin support	PP parent attendance at y7 meeting and future parental info meetings	PP attendance is at 94%

Aim 4: Uptake	Actions	lead	cost	Impact measure	Milestone April 2018
Uptake of PP and Free School Meal (FSM): All students eligible for PP are in receipt of it; all students in receipt of FSM eat the food they are entitled to	Raise family awareness via school media channels, communications	Business Manager/Deputy Head	Marketing £500	Catering records Student and parent voice to identify why there is low FSM uptake.	Increase in FSM uptake to 75% (End of year goal 90%)

Appendix A – Pupil Premium Review 2018: Summary of Actions School should consider (Recommendations)

A) Teaching and Learning

- A1 Ensure all staff fully annotated their interactive seating plans since this is effectively the lesson plan.
- A2 Work on oracy with pupils so that they are giving full verbal answers in Standard English
- A3 Ensuring work is always challenging and does not rely on copying from books/board. Ensuring staff insist on high quality presentation/pride in work.

B) Behaviour, Safety and Support

- B1 A peer mentor scheme whereby older pupils are assigned mentees who are the more vulnerable disadvantaged pupils when they are in primary schools. This would help them with transition.
- B2 Looking again at the trigger points for absence intervention ensuring that there are sufficient interventions at each trigger point before 90%
- B3 Drawing up an attendance action plan following LA advice.

C) Leadership and management, including Governance

- C1 Ensuring governors challenge leaders and that this is minuted.
- C2 Quantify objectives on performance management where possible*
- C3 Ensure the PP strategy on the website meets requirements
- C4 Urgently look at the Year 10 curriculum to see where the curriculum can be maximized
 - To; a)increase pupils' love of learning and
 - b) raise achievement for low and low mid prior attainers

*C2 Addressed through amendments to appraisal and performance management processes.